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ABSTRACT

The Princeton Cooperative School Program (PCSP), an Upward Bound project at Princeton University, was initiated in 1964 and continued until October 1976. Program services were directed toward low-income, educationally disadvantaged, high potential adolescents, and the program's goal was to enlarge the pool of qualified, low-income, disadvantaged students accepted for admission to college. The 26-month period that the average student was involved with PCSP consisted of five program phases: (1) summer residence; (2) the junior academic year; (3) the second summer; (4) the second academic, or senior, year; and (5) the "bridge summer," or work-study. For each phase, program design and management, special services, and data concerning student participation are examined. Descriptions are given of selected courses. Appended are: statistical data, program and course evaluation forms and data, records of a sample course, and a sample reading list used. (MSE)

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AN OUTLINE OF THE GOALS, OBJECTIVES, AND ACTIVITIES OF THE PRINCETON COOPERATIVE SCHOOL PROGRAM

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EXPLANATORY NOTES

The Princeton Cooperative School Program (P.C.S.P.), an Upward Bound project at Princeton University, was phased out in late 1976. The project was initiated in 1964 with a grant from the Rockefeller Foundation and continued until October, 1976 with grants from the Federal government. Between 1972 and 1976, Princeton University was awarded a number of generous grants to finance the project from the Fund for New Jersey, the Florence and John Shumann Foundation, the Turrell Fund, and the Victoria Foundation.

Program services were directed towards low-income, educationally disadvantaged, high potential adolescents. P.C.S.P.'s primary goal was to "enlarge the pool of qualified, low-income, disadvantaged students accepted for admission to college". The majority of the students who participated in the program were Black and Hispanic.

Students were admitted into the project at the end of their sophomore year in high school and remained active for the following twenty-six months, until the end of the summer they graduated from high school. P.C.S.P. students were usually recruited from high schools in two New Jersey cities, Newark and Trenton.

The twenty-six month period the average student was active in P.C.S.P. encompassed five program components or phases. They were: (1) the Summer Residential Component, (2) the (junior) Academic Year Component, (3) the Second Summer Component, (4) the (senior) Academic Year Component, and (5) the Bridge Summer (work-study) Component. Forty-five to fifty new students were recruited each year for the Residential component, so the number of students participating in the three phases that operated during the summer months (Residential, Second Summer, and Bridge) averaged between one hundred thirty-five and one hundred fifty in any given year.

The numerous pages that follow this statement are an outline of a descriptive narrative of the goals, objectives, and activities of P.C.S.P. It was the intent of the staff who participated in this endeavor to document the model, style, and activities of the project as it functioned between 1973 and 1976, its last three years of operation. The evolutionary process which led up to that period will be given relatively little attention. The evolution of the model was chiefly a matter of staff gaining additional experience and making programmatic shifts to meet changing student and community needs.

It is not our intention to suggest that our judgment was impeccable, that we never made mistakes. Our errors were an important part of the overall process and will be given the attention they merit. However, we will not belabor them.

Our intention is that what will emerge from this writing is an example of an in depth analytical process of planning, implementation, and internal evaluation that must be a fundamental underpinning of any educational enterprise that seeks to be "successful". If there has been one outstanding guiding principle that we have utilized it is that "staff at all levels must strive for the greatest possible understanding of what they do, and why they do it".

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Section One

PROLOGUE

PROLOGUE

I. THE HISTORICAL BACKGROUND THAT LED TO THE ENACTMENT OF LEGISLATION RELATING TO THE EDUCATION OF THE DISADVANTAGED.

A. The Early 1960's.

1. The increase in National awareness of minority problems; the Civil Rights movement and liberal politics.

2. The underrepresentation of minorities as candidates for higher education; symposiums and work conferences on minority education.

B. The legacy of "Camelot".

1. The Kennedy Presidency: a National mandate for change.

2. Infusing the Washington bureaucracy with scholars and intellectuals.

3. Defining the role of the Federal government in social change.

C. Lyndon Johnson and the "War on Poverty".

II. THE INITIAL PILOT PROGRAMS - 1964 - 1966.

A. Three prototypes: Dartmouth, Oberlin, and Princeton.

B. Characteristics of PCSP students, 1964-1966.

C. External support from sending schools and communities.

III. FEDERAL LEGISLATION RELATING TO THE EDUCATION OF THE DISADVANTAGED AT THE SECONDARY AND COLLEGE LEVEL: A REVIEW.

A. The Economic Opportunity Act of 1964, Title II-A, Section 205.

B. The Higher Education amendments of 1968: transferring Upward Bound from the Office of Economic Opportunity to the United States Office of Education.

C. The Education Amendments of 1972.

IV. 1 NATIONAL GOALS AND PROGRAM DESIGN.

A. To enroll a "much higher percentage of disadvantaged youths in college than would normally be the case" (Greenleigh report).

B. To raise "the participants' rate of high school graduation".

C. The confusion around National goals: high school graduation vs. college admission as priorities.

D. The varieties of project designs, the emphasis on experimentation.

IV. E. The potential for ideological and methodological conflict with the "education industry".

V. THE ROLE OF THE FEDERAL GOVERNMENT: MONITORING AND EVALUATION.

A. Supervision and monitoring by the Office of Economic Opportunity: the personalized "bureaucrat".

B. Failure to evaluate various project models for effectiveness.

C. Transfer of programs to U.S. Office of Education.

D. Monitoring, technical assistance, turnover of U.S.O.E. staff; changing priorities.

E. National meetings of project directors and their significance.

F. The impact of regionalization: dealing with inexperienced program officers, the lack of technical assistance, the demise of National meetings.

G. The rise of the Regional level project directors advisory board and its significance.

H. The changing Federal role: de-statusing projects and diminishing commitments.

I. Monitoring and technical assistance under Regionalization.

VI. THE EVOLUTION OF THE PRINCETON COOPERATIVE SCHOOL PROGRAM: DESIGN.

A. The design of the original program: 1964-1968.

B. Developing a model to meet changing student needs: 1968-1972.

C. The current model: 1973-1976.

VII. THE NARRATIVE AS A DESCRIPTION OF THE 1973-1976 PCSP MODEL.

VIII. THE BROAD, OVERALL GOALS OF THE PRINCETON COOPERATIVE SCHOOL PROGRAM.

A. To enlarge the pool of qualified, low income, disadvantaged students accepted for admission to college.

B. Related secondary goals.

1. To promote improved services and increase the awareness of colleges to the needs of Upward Bound student.

2. To promote improved services and increase awareness of secondary schools to the needs of the Upward Bound students.

VIII. B. 3. To develop suitable teaching methods and materials for secondary education.

4. To assist individuals, groups, and agencies in the community in designing and implementing more effective approaches to the solution of educational problems.

C. Difficulty encountered in implementing or developing activities related to systemic (external-individual) change.

1. The educational bureaucracy; resistance to change, emphasis on "business as usual", criticisms of PCSP activities.

2. The need to adopt a politically neutral image; "avoiding entangling alliances".

IX. THE TARGET COMMUNITIES: A DEMOGRAPHIC OVERVIEW OF NEWARK AND TRENTON.

A. Newark.

1. Data on the community-at-large.

2. Profile of the educational system.

B. Trenton.

1. Data on the community-at-large.

2. Profile of the educational system.

EXPLANATORY NOTES
The Residential Component

Each year forty-five to fifty "new" students were recruited and selected to attend the summer residential component on the Princeton University campus. A twenty-two member staff consisting of ten teaching assistants, ten teachers, and two administrators was responsible for conducting the six week summer session.

The focus of the component was on building academic skills, study habits, motivation, and self-confidence. Athletic, social, and cultural activities were given a low priority.

Behavioral and performance expectations were extensively discussed with students during the recruitment process and those students who were selected were encouraged to make the choice to attend P.C.S.P. on their own, without the influence of parents and teachers.

The curriculum was designed to be deliberately demanding. Students were told they would be using college level materials, get all of the staff assistance they required to master the materials, and that their being selected was an indicator of our great confidence in their ability to learn and grow.intellectually.

All courses were conducted in the seminar format with teachers or seminar leaders who were careful to guide, direct, and enhance, but not dominate the classroom process. Reading and writing skills development was incorporated into the design and content of all courses.

One of our major goals was that students develop the self-confidence and intellectual tools to accept the level of challenge involved in attempting to master demanding academic work. All staff strived to create an atmosphere of trust, respect, and genuine concern for students. The psychological aspects of adolescent learning patterns and problems was given considerable attention as a staff development activity.

A student could elect to withdraw from the summer component at any point he wished. Students were terminated by the administration for anti-social behavior or when they did not work at a performance level that staff considered well within their ability.

Great care was taken to create an environment where dependence-independence needs appropriate for adolescents could be met. and students could be encouraged to develop a sense of personal commitment to educational achievement.

Daily activities were scheduled as follows:

7:30 - 8:30	Breakfast
8:45 - 10;15	Mathematics (3 sections of 17 students each)
10:30 - 12:00	Social studies (3 sections of 17 students each)
12:00 - 1:15	Lunch

1:30 - 3:00	Humanities (3 sections of 17 students each)
3:00 - 5:30	Free time, athletics, special tutorials by arrangement
4:30 - 6:00	Teaching assistants staff meeting
6:00 - 7:00	Dinner
7:30 - 7:45	General meeting (optional)
7:30 - 11:00	Supervised study, tutoring, small group discussions with staff, evening seminars.

The above was the Monday to Friday schedule. Students were not permitted to go home on weekends. Special skills workshops, additional seminars with teaching assistants, field trips, testing, were among the activities conducted on Saturday mornings. Saturday afternoons were reserved for recreation, free time, and field trips. Saturday evening activities an occasional dance with other Upward Bound programs and feature film series (domestic and foreign) that P.C.S.P. sponsored and conducted on the Princeton Campus. Sunday mornings and afternoons were periods of free time for students. Sundays were also the days that parents were encouraged to visit.

Section Two

THE SUMMER RESIDENTIAL COMPONENT
(Princeton University Campus)

Section Tw , Part A

Program Design and Management

THE SUMMER COMPONENT
PROJECT MANAGEMENT

I. PROGRAM GOALS

A. Academic goals for students.

1. Improve students' reading, writing, verbal, math, critical thinking, and analytical skills.

2. Improve students' study skills and study habits.

3. Assist students to develop ability to master demanding and challenging academic work.

4. Encourage students to develop a personal commitment to skills improvement and educational achievement.

5. Offer students a course sequence of summer study conducted at a difficulty level that is representative of college level work.

B. Personal goals for students.

1. Assist students' to gain a greater degree of self-awareness, self-acceptance, and self-confidence.

2. Improve students' ego functioning, particularly in areas of judgment and reality testing, achieving sex-role identity, and determining appropriate behavior.

3. Assist students in the clarification and development of positive social values that are humanistic and considerate of others and consistent with expressed personal goals.

4. Assist students in development of successful coping mechanisms appropriate for achieving their expressed goals.

5. Good nutrition, appropriate physical exercise.

C. Administrative program goals.

1. To generate information in regard to the sutdent's academic ability, learning problems, and learning style for use as the basis for planning suitable academic year skills development activities.

2. To generate information in regard to the student's personal adjustment for use as the basis for determining academic year counseling objectives and techniques to be used.

3. To improve the ability of summer program staff to effectively utilize psychological theories and concepts in planning and implementing summer program activities.

I. C. 3. a. Use of relevant ego psychology concepts.

b. Self-awareness, honesty, the constructive use of self.

c. Dynamic experience, the commitment to personal growth.

4. To develop curriculum, administrative techniques, and methodology appropriate for improving the academic and personal functioning of college bound inner city students.

a. Academic programs in the target schools.

b. Student supportive services in the target schools.

c. The intellectual challenge versus the classroom "get over".

d. The importance of building "program credibility", gaining loyalty and confidence of students.

II. THE DESIGN OF THE PROGRAM

A. Need for a model that would facilitate improving the academic performance of students.

1. Integrating skills development and course content.

2. Curriculum selection and development, varying difficulty levels.

3. Books and materials: difficulty level, college level books and status value, deliberate use of demanding materials.

4. Mastering subject area jargon with teacher and tutor support, simplifying concepts, using clear examples.

5. Reducing frustration, marshalling maximum student effort.

B. Need for a model that would facilitate personal growth and coping ability of students.

1. Building in value clarification or value modification.

2. Defining and maintaining goal-directed behavior, the use of feedback and confrontation.

3. Building self-awareness and self-worth: an informal and formal counseling system.

4. Minimizing negative aspects of adolescent crises, utilizing adolescent strengths.

C. The Controlled Environment.

1. Reducing negative influences, family, environment.

2. Setting norms and reinforcing acceptable behavior.

II. C. 3. Program staff as support oriented, "significant others".

4. The rationale for live-in staff.

5. Creative tension and the reduction of unproductive anxiety.

6. High status value of program membership.

7. Princeton--the institution as a status symbol, a way to enhance student self-esteem, physical structure (Wilcox, etc.).

D. Program size: determining the optimum number of students to enroll.

1. Disadvantages of large programs (more than 60 students).

a. Large number of students and staff can pose management problems, limits development of intense interpersonal relationships between staff and students. Director loses control: too many people.

b. Large group encourages persistence of normative behavior in students that staff seeks to alter.

c. Large number of students prevents development of "primary group" type identity within component, limits degree to which top administrative staff know students and their problems and degree to which students can identify with program leadership. (Need to focus students on key staff.)

2. Advantages of moderate size programs (45 to 55 students).

a. Fewer number of students enhances comprehensive diagnostic information gathering, developing remedial plans.

b. Smaller number of staff and students minimizes management problems.

c. Smaller number of students encourages development of normative behavior staff seeks to elicit.

d. Smaller numbers facilitate affective activities and constructive use of group dynamics.

e. Students and staff have sense of being part of a small, personal, and intense unit, elicits good performance.

f. Smaller numbers of staff and students facilitates administrative control, and administrator's need to constantly evaluate the component in action; assessing the process becomes easier.

g. Smaller numbers enable precise and early identification of student or staff problems.

II. E. Classes, tutorials, academic activities.

1. The argument for fewer classes which run 90 minutes instead of the traditional 45 minute secondary school class period.

2. Teaching load (time and student rosters), performance expectations, diagnostic skills, planning remediation for students.

3. Teaching assistants, team roles, diagnostic skills, offering support to students during classroom time. Presence in class as ego-model-and subject area expert.

F. Out-of-class activities.

1. Free time, afternoon study, special projects, staff roles in informal interaction, building student identity with PCSP.

2. Organized athletics, as a growth inducer, dynamics of team play, free choice--to play or not, use of games, chess, monopoly, etc.

3. Mealtimes: student-staff interaction, balanced diets and eating habits.

4. Weekend schedule, informal interaction,planned activities, importance of staff roles, dealing with parents, film program, controlled contact with other programs, building student identity with PCSP, and achievement values.

5. Trips and cultural events.

6. Relationships to other campus programs, limiting contact with local peer community in Princeton.

III. STAFF POSITIONS. A GENERAL DESCRIPTION

A. Summer teaching staff.

1. Responsible for developing curriculum, including objectives and syllabus in a specified course, selects all texts, films, other materials.

2. Assuming primary responsibility for successfully attaining course objectives, diagnosing student problems, taking corrective action, evaluating student progress, supervising teaching assistants.

3. Providing information for and working with project director, re: ongoing evaluation of course, evening seminars, work with students.

4. Minimum requirements: B.A. in course area, thorough knowledge of subject matter, strong scholarly skills, teaching experience.

5. Must be able to effectively communicate with students of diverse

III. A. 5. backgrounds, work with students of differing skills levels, be flexible in conducting course and make any adjustments indicated, be precise in diagnostic and remedial roles with students.

6. Must have some understanding of interactional dynamics, adolescent ego psychology, high personal standards re: own performance, a strong commitment to Upward Bound goals, objectives, and methods, must be committed to own personal growth and development (professional), able to work in team relationships, accept constructive criticism, have a positive attitude towards other racial and ethnic groups.

B. Summer teaching assistant staff (undergraduates).

1. Responsible for live-in supervision of dormitory life of assigned group of students.

2. Performs designated out-of-class activities, with or on behalf of student and staff.

3. Works in specific courses as part of teaching team under supervision of instructor; limited teaching responsibilities.

4. Provides input for ongoing evaluation of course, learning process (dynamics), student performance, staff roles.

5. Conducts study groups, individual and group tutorials, evening seminars, performs minimal counseling functions under supervision of staff.

6. Must show evidence of good academic ability, strong study habits and skills, commitment to academic achievement, should have completed at least one year of college, be willing to work long hours, good analytical ability.

7. Must have positive attitude towards people that crosses racial and ethnic lines, above-average maturity, ability to accept role as ego model for students, keep role distance.

8. Must have some understanding of human behavior, the effects of deprivation and poverty, as well as a willingness to work towards personal and professional growth within program structure, must be in agreement with PCSP goals, philosophy and method.

C. Head teaching assistant.

1. Must have completed at least junior year in college and served a minimum of two years as a PCSP teaching assistant.

2. Must have above-average maturity, supervisory ability, be able to balance roles with students and staff.

3. Must possess above average knowledge of human behavior and educational processes.

4. Responsible for direct supervision of teaching assistants in out-of-class, dormitory and campus activities.

III. C. 5. Performs administrative, counseling, academic functions at the request of project director and coordinator. Housekeeping, grounds, athletic program, etc.

6. Provides input and recommendations re: ongoing evaluation as member of administrative team, has planning functions also.

D. Summer program Coordinator (assistant to the Director).

1. Assists in planning, supervision, evaluation of all program activities. classes, tutorials, curriculum, counseling, staff development.

2. Directs program activities in absence of project director.

3. Acts as problem-solving resource for designated classes.

4. Must be college graduate, possess above-average academic skills, supervisory ability, personal standards of excellence, be willing to grow professionally and personally.

5. Must have prior experience in education as well as PCSP, be above-average in understanding of diagnostic process, remedial activities, interactional, group, personality dynamics.

E. Project Director's role.

1. Plans, supervises implementation, evaluates progress and outcomes of all program components: housekeeping, facilities, curriculum, staff-student selection, orientation, development.

2. Insures efficient operation of all activities: resolves problems, conflicts of staff and students. Approves changes in activities, etc., examines all aspects of summer program.

3. Ego model functions: must have high personal standards of excellence. Must be on site long hours through duration of program (discuss implications for staff and students). Insures consistency of limit setting and enforcement, maintains contact with parents, meets role expectations of students and staff, accepts the role of "the bad guy".

IV. STAFF RECRUITMENT, SELECTION, ORIENTATION

A. Teaching staff.

1. Staff makes curriculum decisions by January preceding summer program.

2. Discuss USOE staffing policy of 1/3, 1/3, 1/3, show preference for graduate students and master secondary school teachers.

3. Use of academic year staff and those they recommend for teaching positions. Identifying potentially strong team leaders.

IV. A. 4. Recruiting staff from graduate departments of nearby institutions as well as Princeton. Making final selections.

5. Discussing curriculum, specifics of course, designing a six-week seminar.

6. Working up outlines, matrixes of objectives, tightening up the course content, ordering appropriate materials.

7. Finding the right difficulty level, building in some flexibility into the seminars--using readability exercises.

8. Assessing personality characteristics of staff--planning a means of helping the new teacher, or troubleshooting the course.

9. Meeting with teaching staff individually, building the level of intimacy with the project director.

10. Group staff meetings, role of other administrative staff, highlighting specific background information on students to give to teachers.

B. Teaching Assistants.

1. Using former Upward Bound students: the search for quality and high levels of commitment. Course and dormitory assignments--build on strengths and minimizing weaknesses, early assessment of staff potential. Status and role behavior implications of term "teaching assistant".

2. Using the returning teaching assistant, willingness to grow, evaluation of past performance of returning teaching assistants, selecting those with the best course background.

3. Recruiting new teaching assistants: the interview process, what to look for in new staff, the fallibility of the system, declining levels of personal commitment, the search for quality.

4. Selecting staff who have a minimum of unmet personal needs.

5. Orientation of teaching assistants: the four day schedule.

a. ORIENTATION GOALS: preliminary assessment of strengths and weaknesses, how teaching assistants handle housekeeping assignments, etc., initial assessment of dynamics of group, observing budding conflicts, looking for leaders, sensitizing staff to defensive systems (including own), reduce anxiety of staff, sensitize teaching assistants to diagnostic process, learning about students by reading folders, preparing for seminars, evening activities: facilitating development of group cohesiveness, and emergence of group problems.

b. Moving teaching assistants into dorms, conducting first meeting. Seminar assignments and books set tone for summer on first day of orientation--some teaching assistants have books already. Reading ability and articles, reading assignments for first day.

IV. B. 5. c. Discussions on role of teaching assistant; friend vs. professional, ego models, credibility and behavior, role distance problems, defensive styles of students, going under the defensive screen--coping with anger, making lists of likes and dislikes--discussing findings openly (importance of project director participation) implications of likes-dislikes for interactional encounters; showing film "Life Upside Down"--previewing reading workshop materials, beginning readability exercises.

d. The first staff meeting with all staff; the teaching assistants initial contact, evening reading on second night: controlling evening activities during orientation.

e. Discussion of readability, problems students will have with materials (teaching assistants review for difficulty level), overcoming jargon, constructive use of self by teaching assistants and how this reduces personal anxiety of staff: Reading Workshop (discuss goals--format--gains to staff), evening activities, relaxing as a group, stuffing bags.

f. Final orientation day; discuss reading workshop, article on "adolescents", credibility, common pitfalls to avoid, observations to be made, reports and forms, read folders, complete housekeeping, read materials for courses, possible film in evening (discuss rationale) no planned activities for Saturday (Observe how teaching assistants spend this time--who does course work--who plays around).

V. STUDENT RECRUITMENT AND SELECTION.

A. Student recruitment

1. Determining numbers to recruit from each cluster school.

2. Determining skills levels necessary for new students at entry.

3. The recruitment process in the secondary schools, January to June.

4. Information used to make final student selections.

a. Test scores and school performance, consistency and potential, self-referral, school referral, PCSP student referral.

b. Autobiographical statement and teacher recommendations.

c. The personal interview.

d. Family background--enrichment needs vs. primary group relationships needs. Discuss community or agency referral to PCSP.

B. Profiles of types of students selected.

V. B. 1. Avoiding students with a history of severe emotional problems, chronic anti-social behavior, problems relating to authority figures, poor motivation for academic achievement.

2. Selecting students sufficiently motivated to accept challenges of summer residential component and complete the six week program.

3. Selecting students whose academic skills problems are in the moderate range (e.g. measured reading level approximately two years below grade).

4. Accepting students who aspire to higher education or in opinion of PCSP staff have potential to be a successful college student.

5. Accepting students who are dissatisfied with their socio-economic status.

6. Accepting students who are capable of sustaining positive interpersonal relationships with adults.

7. Selecting the <u>individual</u> student: giving consideration on a case by case basis.

8. Examples of student types selected:

a. The student who has good academic skills and exhibits poor academic performance and low achievement motivation.

b. The student who has poor academic skills and exhibits strong achievement motivation, strives for good academic performance.

c. The student who has superior academic and leadership potential that is not and/or cannot be developed by the school he attends.

d. The student who has good academic skills, poor to good academic performance, adequate achievement motivation, but insufficient or emotionally pathological family life.

e. The student who has potential to do college work, but must cope with unusual negative factors in the external environment. PCSP staff feels environmental factors have reasonable probability of being neutralized by program intervention.

C. Student orientation: an ongoing process.

1. Clarifying program design, behaviorial and performance expectations from initial meeting, appealing to the desire to be someone special--importance of high status program image in sending high school. (Impressing students with staff ability level--importance of former students).

2. Testing, the application process--how students handle the completion of required forms, etc. Observing cliques, informal contacts--the application process as a weeding out exercise.

3. Theoretical importance of getting students to make an uncoerced choice to attend program.

4. Public relations in the high school; final selection as a form of status achievement.

5. High performance expectations: communicating a respect for the students' intellect; appealing to natural dependence-independence ambivalence.

6. The pre-program campus visit: the campus as bait, the feeling of special status, meeting summer staff-anxiety reduction, the importance of informal staff-student contacts, theoretical implications--getting the student to make the personal commitment.

D. Orientation of Parents.

1. The initial parents' meeting.

a. Explaining program design and theory in lay terms.

b. Insuring adequate supervision, the unconscious fear of sexual acting out, drug use, etc., selling program staff as substitute parent figures.

c. Stressing academic development and career preparation, communicating potential of program to increase participants maturity level, explaining theory and structure.

d. Establishing credibility with parents, getting them to let us "do it our way" accepting two weeks with no contact.

e. The importance of the image of efficiency--impressing parents with the thoroughness of the design, activities, etc.--Princeton as a status symbol for parents.

f. Importance of communicating willingness of staff to help, be open and supportive--calling staff at home!!!

g. PCSP as getting something for nothing--explaining the gift horse--looking it in the mouth, (insuring that parents raise the significant questions).

h. Handling special problems, financial and personal.

2. Contacts with parents during period between time student accepted and time actual program begins.

a. Importance of staff availability--liaison at high school--contact with regular staff.

b. Working with problems at the family level, preliminary assessment of parent-child relationships.

V. E. Class and dormitory assignments.

1. Interest oriented placement vs. required courses and staff assigned classes.

2. Difficulty level of courses and placement of students; putting students with counseling problems in specified courses--the importance of the personality style of the classroom teacher.

3. Dispersing cliques when information from school indicates that relationships are unproductive; reinforcing cliques when information from school indicates that relationships are productive.

VI. STAFF DEVELOPMENT AND SUPERVISION OF TEACHERS DURING SIX WEEK SUMMER PROGRAM

A. Supervising teaching staff.

1. Reducing the level of initial anxiety in new staff: individual meetings, use of team meetings, semi-formal contacts with administrative staff, meeting with sequence (e.g. math) teachers as a group, constructive feed-back, supportive techniques.

2. An alternative to the large group staff meeting: active administrative staff. Reducing conflicts among teaching staff.

3. Coordinator or head teaching assistant as classroom process observers: a method that is as good or as bad as the quality of the staff (coordinator-teaching assistant).

4. Participant observation of teaching assistants and the question of credible observations. Teacher-teaching assistant collaboration.

5. Processes that should be observable in the classroom.

a. Teacher well prepared has obvious mastery of material and in-depth understanding of concepts.

b. Teacher is able to interpret difficult concepts and content to students in order to facilitate mastery.

c. Teacher uses examples appropriate for level of understanding of student group.

d. Teacher is able to determine when student is having problems learning or understanding the material.

e. Teacher reinforces students confidence with appropriate verbal-non-verbal behavior; sensitive to process dynamics.

f. Classroom atmosphere is relaxed, no observable teacher-student, teacher-teaching assistant tension.

g. Teacher interacts frequently and positively with students; understands and copes effectively with defensive behavior.

VI. A. 5. h. Teacher begins to generate information on learning styles and problems of individual students within first four days of program which is constantly refined as number of classes, seminars, formal and informal sutdent contacts increases.

B. Using the syllabus, when and how to make necessary changes.

1. Importance of pacing workload to fit available study time.

2. Choosing a pace that challenges the ability level of students.

3. Use of flexible plans when changes in syllabus need to be made, decreasing the workload, increasing the workload, setting up "special" projects for specific students.

4. Coordinating student work requirements between various classes: treading the thin line between a workload that requires a maximum student effor t and one which overwhelms the students.

C. Problems in the classroom: troubleshooting at the teacher level.

1. Teacher assessment at the three week midpoint: desired performance levels, ability to grow professionally and personally; decision to retain or terminate staff.

2. Types of adjustment problems that occur.

a. Teacher has other priorities: output is minimal, lacks commitment to meeting performance level and quality required. Professional or personal conflicts. Teacher in disagreement with PCSP philosophy and method.

b. Teacher unable to clarify material, cut through jargon and relate course content to level of students' ability. Discuss common teacher rationalizations, use of alliances.

c. Teacher has serious interactional problems with students; fear of "intimacy" etc.

d. Teacher cannot work effectively with teaching assistants in team relationship.

e. Teacher lacks sufficient depth to make changes in course design or syllabus, too rigid to respond effectively to diverse student needs, adapt to need for new emphasis, additional material, revisions in course design.

f. Teacher fails to follow recommendations for change, may show ego problems, resents accountability to administrative staff, disagrees over program methodology and techniques, expecially PCSP reliance on ego psychology concepts.

D. Associate Administrative Staff.

1. Master teachers on staff who have additional role of process evaluation re: program activities, staff progress and problems, student behavior and performance.

   a. Assisting the new teacher.

   b. Evaluating quality of teaching assistants' performance.

   c. Filling in administrative gaps.

   d. Reinforcing credibility and program image with other teaching staff.

   e. Reinforcing credibility and program image with teaching assistants.

   f. Reinforcing credibility and program image with students.

   g. Providing input in administrative decision-making.

2. Relationship of associate staff to effective administrative processes. Implications of live-in status.

VII. STAFF DEVELOPMENT AND SUPERVISION OF TEACHING ASSISTANTS DURING SIX WEEK SUMMER PROGRAM.

A. Supervising the undergraduate teaching assistant.

1. Classroom related performance and processes that should be observable.

   a. Teaching assistant is well prepared, has obvious mastery of material and in-depth understanding of concepts.

   b. Ability to interpret difficult concepts and content to students in order to facilitate mastery.

   c. Teaching assistant is able to determine when student is having problems learning or understanding material as well as being able to identify specifics of learning problem.

   d. Teaching assistant constantly reinforces students confidence with appropriate non-verbal and verbal behavior in classroom.

   e. Shows sensitivity to dynamics in class, uses self as a resource to influence learning process while class in session.

   f. Uses a variety of techniques to encourage classroom participation of students, overcomes resistances, is a dynamic force.

VII. A. 1. g. Relates appropriately to classroom teacher, is comfortable in team role, interacts frequently and positively with students, identifies and gives special attention to problem students, uses seating in class positi ely.

h. Advises teacher re: material where difficulty level is too great and assists in developing alternative content or material that clarifies concepts.

i. Understands and copes effectively with defensive behavior, including own; does not create tension in classroom.

j. Begins to generate information on learning style, problems of individual students, within first two days of program, which is constantly broadened and refined as number of classes, seminars, formal and informal student contacts increases.

k. Serves as a model of appropriate classroom behavior for students, especially re: study skills such as note-taking.

2. Out-of-class related performance and processes that should be observable: tutoring, counseling, dormitory and campus life.

a. Supervises completion of homework by students, is available for consultation with students re: problems.

b. Assess quality of study habits of students in assigned class and advises re: correct sutdy habits and skills.

c. Conducts individual and group tutorial sessions around course content with students.

d. Conducts reading groups (comprehension building) with students who have skills problems, works individually with designated students.

e. Works with teacher during evening seminars.

f. Supervises and assists students on afternoon study.

g. Participates in counseling activities with students as necessary.

h. Supervises dormitory activities: study, quiet hours, bed times, interaction, housekeeping; must be aware of emotional problems, homesickness, etc.; also has to deal with positive and negative cliques, watch for drug use, alcohol abuse among students; serves as a good model for students.

i. Reinforce quality and level of interaction with students during students' free time, weekends, special events, etc.

VII. B. Staff development of teaching assistants during the six week program.

1. Standard format: the daily meeting, structure, objectives, process.

   a. Time: 1½ to 2 hours daily, six to seven days per week.

   b. Formal staff meeting which focuses on and elevates importance of teaching assistant role; teaching staff not involved except for associate administrative staff on designated occasions.

   c. Provides a setting in which ideas, techniques, problems, experiences in general can be exchanged.

   d. Has both formal and informal elements.

   e. Provides a setting in which teaching assistants can compete for status that accompanies developing professional expertise, and in which aspects of competitive process that might destroy group cohesiveness can be minimized and controlled.

   f. Serves as accountability system by enabling administration to assess staff performance, identify strengths and weaknesses.

   g. Structure through which diverse information can be gathered and analyzed to provide comprehensive profile of student performance, and classroom activities and process.

   h. Serves as a structure for analyzing problems and developing contingency plans.

   i. Provides a setting where staff can develop professional skills.

2. Staff meeting activities.

   a. Administrative matters, schedules, activities, housekeeping, reports and evaluations.

   b. Initiating discussion of student performance, responding to administrative staff questions re: student performance.

   c. Initiating discussion of teaching staff performance and responding to administrative staff questions re: same.

   d. Initiating discussion of peer teaching assistant performance, as well as own performance, and responding to administrative staff questions re: same.

   e. Discussing all program activities in terms of their theoretical justification, and discussing all processes in relation to their theoretical basis or implications.

VII. B. 2. f. Developing "back-up" systems to resolve problems.

g. Offering valid support, where indicated, to colleagues who are attempting to grow professionally and personally (emphasize summer component as a growth experience).

C. Identifying and troubleshooting problems at the teaching assistant level.

1. Types of problems encountered.

a. Academic skills problems, influence of quality level of college staff attends, pitfalls of grade inflation.

b. Inability to accept program philosophy, rules, methodological base, tendency to undermine program objectives.

c. Negative preconscious or unconscious values and attitudes, racism, class elitism, and resultant behavior.

d. Personality problems: overinflated ego, need to act in a condescending manner to others; rigid moralistic or amorphous hedonistic thinking; low personal standards of excellence.

e. Other priorities: investing minimal effort to reap maximum benefits--avoiding work and responsibility.

f. Inability to think analytically and be precise in observations and evaluations of students: the superficial teaching assistant.

g. Use of inappropriate defenses to avoid honest self-appraisal and counter criticism from peers and staff.

h. Inappropriate social behavior: drug use; making sexual advances to students (occurred only with male teaching assistants).

i. Poorly performing staff form alliances with each other in order to jointly defend and rationalize their behavior.

j. Teaching assistants whose primary personal need is for a successful relationship make this their priority at the expense of job performance; the sexual alliance is particularly dangerous as it fractures group cohesiveness and compromises those involved to act, decide: generally function out of personal priority (the relationship) rather than a sense of what is professionally correct, loss of staff credibility is always the result.

2. Problem resolution at the teaching assistant level.

a. Confrontation: administrative and peer confrontation in staff meetings, teacher confrontation in team meetings, confrontation from students around behavior, poor ability, etc; redefining role responsibilities.

VII. C. 2. b. Encouraging the development of status groupings based on outstanding job performance among teaching assistants. Identifying and assigning high status and low status tasks and responsibilities to teaching assistants as a reward for good performance. Promoting accountability as a value among staff.

c. Structuring staff meetings in order that the "exposure" of specific operational problems will occur. (Narrative will include an example of how this process has been used in the past.

d. Building upon staff strengths and minimizing weaknesses, Supportive and counseling techniques used in staff development activities. Helping poorly performing staff improve, the implications of this proceedure for other undergraduate staff.

e. In cases where the needs or problems with a teaching assistant are so great that they cannot be resolved and interfere in the process of meeting student needs, the person is fired.

VIII. BEING AWARE OF SOCIAL INTERACTION AMONG LIVE-IN STAFF: A MEANS OF IDENTIFYING AND MANAGING POSITIVE AND NEGATIVE DYNAMICS.

A. Rationale for observing informal interaction among residential staff.

1. The nature and quality of interactional dynamics between members of a "task" group in informal situations, can have a positive or negative effect on the performance of the group members in subsequent "formal" situations.

2. There is a need for project administrators to be aware of any staff interaction that could have positive effects in the "formal" work aspects of the program.

3. There is a need for project administrators to be aware of any staff interaction, interpersonal conflicts, and personal frustrations that could have a negative effect on the "formal" work aspects of the program, and to move to eliminate or neutralize those factors that interfere in the process of meeting student needs.

B. Patterns of informal interaction.

1. Live-in staff (teachers and teaching assistants) periodically gathered outside dormitories after students had gone to bed to share evening snacks (pizza, hoagies, wine, beer, soda).

2. Films to be shown in classes were also previewed by staff

B. 2. after students went to bed. This activity had both formal and informal aspects. Previewing films was part of the job responsibilities of staff assigned to the seminar in which the film was to be used, and entertainment, relaxation, or a "tension breaker" for other staff who participated.

3. Staff members whose job performance was perceived by others as good to excellent, and who could initiate and sustain conversation, were accorded a high status, or credibility, during the informal gatherings, by other participants.

4. Teachers and teaching assistants often discussed program matters. The informal setting tended to reduce the role distance between team members and enhanced team cohesiveness. Good job performance was openly praised.

4. The coordinator and associate administrators participated in a majority of the gatherings. They were both participants and observers.

5. The project director and administrative staff occasionally planned and scheduled informal sessions, purchased pizzas, beer, soda, and joined the group. This gave the sessions in question a legitimacy as approved activities. These particular gatherings were scheduled whenever the administrative staff felt there was a need to relax the intense pace and "break the tension" among staff.

6. Certain teaching assistants were made "scapegoats" by their peers. Administrative staff attempted to prevent "scapegoating since unjustified negative pressure from peers was an impediment to program activities that were designed to improve the performance of weak staff members.

7. Constructive, relevant peer pressures among teaching assistants were felt to be supportive of program objectives. Dialogues in these instances were often put forth in a joking manner that had very serious undertones.

8. Dynamics of relationships between male and female teaching assistants often had negative effects in other areas of the summer component, especially when team members were involved. When resultant conflicts emerged in the classroom or in staff relations to students, administrative staff intervened.

9. "Joking" conversation directed at administrators frequent- had hostile undertones, and was a means of relieving tension among subordinate staff.

C. Corrective action that was taken to minimize or eliminate the negative effects of interpersonal conflicts that had their origin in the informal interaction of live-in staff.

VIII. C. 1. Administrators sought to identify and work with staff who were having difficulty around informal interaction with other staff and displacing their frustration to classroom situations and other formal program activities.

2. Interpersonal problems that related to program objectives were discussed with all concerned in private meetings, and when appropriate in staff meetings.

3. Dynamics of each problem situation were analyzed by administrative staff and the responsibility for implementing a plan of corrective action was given to a designated administrator (project director, coordinator, associate administrators, or head teaching assistant).

4. Staff with good "potential" who had withdrawn or were "pushed" out of informal interaction were a major concern. Administrators gave "isolated" staff strong ego support in other program areas whenever appropriate.

IX. SOME EFFECTS OF "NORMAL" SEXUAL BEHAVIOR IN SHORT TERM RESIDENTIAL EDUCATIONAL PROGRAMS.

A. Some advantages of the all female or all male, same-sex projects.

B. Students in short-term coeducational programs often became primarily concerned with reinforcing and developing their identity as "sex symbols" and how attractive they were to the opposite sex Educational goals and activities tended to be relegated to a lower priority, and problems with which staff had to cope were increased.

C. Some teaching assistants had difficulty keeping "role distance". Their closeness in age to students encouraged mutual physical attractions that were inappropriate in the program setting.

D. Sexually motivated competitive social activity among male and female teaching and teaching assistant staff had a disruptive effect on staff in general and the process dynamics of specific program activities.

E. Inappropriate social behavior among staff reinforced negative modeling behavior in some students, but generally resulted in a loss of credibility (which project administrators encouraged) for the staff involved. Students in general were disapproving of inappropriate staff behavior.

X. AREAS WHERE STUDENT IMPROVEMENT COULD BE OBSERVED BY THE END OF THE SUMMER PROGRAM.

A. All but a few students completed their classroom assignments. They willingly read more books, wrote more compositions, and studied longer hours during the summer at Princeton, than during the academic year in their respective high schools.

X. B. Students spontaneously questioned the validity of information that was presented to them.

C Students' ability to engage in concentrated study increased.

1. Students became less aware of the amount of time they studied and more concerned about using available time efficiently.

2. Approximately 80% of the students were able to study independently, without staff supervision.

D. Student mastery of general academic skills increased.

1. Use of resource books and materials.

2. Outlining and abstracting techniques.

3. Ability to take accurate notes.

E. Improved reading skills were observed in areas such as, word attack, word usage, word knowledge, and comprehension. Anxiety and frustration with demanding reading materials disappeared by the end of the summer component.

F. Improvements in writing ability were noted around grammar, mechanics, sentence structure, clarity of expression. Students wrote with greater willingness, less anxiety,and made fewer technical errors towards the end of the summer component

G. Students' self-concepts improved. Students in general verbalized postive feelings in regard to what they accomplished durthe summer. Students felt they had become more "mature".

H. Students were more willing to discuss positive and negative feelings with staff. Student behavior was less defensive at the end of the program.

I. Parents indicated to staff that most students acted "more mature after the summer, i.e., students were more accepting of responsibility, were less dependent, and seemed to be "more consistent".

Section Two, Part B

Selected Course Descriptions

EXPLANATORY NOTES
Selected Course Descriptions

The five courses described in Section Two were taught in the residential component at Princeton during the Summer of 1975. A complete listing of courses that were offered in 1973, 1974, and 1975 appears below.

1973 Course List

Set Theory and Logic

Economics

The Dynamics of Change: The Process of Black Leadership

Politics

Latin American Literature (Bi-Lingual)

Drama and Literature

Photography and Literature

Psychology and Human Values

1974 Course List

Set Theory and Logic

Economics

History and Ethics

Politics

Latin American Literature (B-Lingual)

Drama and Literature

Photography and Literature

Psychology and Human Values

1975 Course List

Probability Theory and Logic

Computer Programming

History and Ethics

Politics

Economics

Latin American Literature (Bi-Lingual)

Literature and Film

Photography and Literature

Psychology and Human Values

Computer Programming

COMPUTER PROGRAMMING

I. GENERAL OBJECTIVES OF COMPUTER COURSE

A. To familiarize the student with some of the capabilities and limitations of computers.

1. Why an understanding of computers is important.

a. General information.

Computers are assuming a greater role in almost every aspect of our society. Their use is being extended to new fields every day. It is therefore important for anyone receiving a well rounded education to know something about computers and their uses, whether they actually use the computer or not. Because many college computer courses are extremely rigorous, most non-computer majors tend to shy away from them. Consequently, many students do not acquire an appreciation for the capabilities and limitations of computers.

b. Specific applications.

Once a student has learned about computers new possibilities open up for him. Some students may decide to study computers as their major course in college. Some may decide to supplement their major field with a concentration on computers. Most students will never go beyond an introductory computer course, but such a course is usually sufficient to convey a general knowledge of how computers can be used. In later life such students, although they may not be sophisticated programmers, should be able to recognize tasks which are particularly suited to computers and seek help in carrying out these tasks.

2. How the course familiarized the student with the capabilities and limitations of computers.

a. Writing programs.

b. Determining the print out from programs.

c. Using the terminal.

d. Films as teaching aids.

B. To increase arithmetic and algebraic skills.

1. Disguised in computer programs basic arithmetic and algebraic skills were emphasized. Some programs were more mathematical than others and this sometimes determined the difficulty of the program. Students with poor math skills received extra help during the evening study hours.

I. B. 2. Students experienced a practical application of mathematics by learning programming, and the computer was thus used to motivate them to want to improve their math skills.

C. To develop logical thinking.

1. Why logical thinking is important, examples from daily life experiences.

2. How logical thinking is developed in the computer course.

a. Determining the print out from programs.

When a student is given a computer program and asked to determine the computer's print out, he has to follow the program carefully step by step. (At the same time he is learning how to organize his thoughts, so that he will be able to write a program himself). A student soon learns that he cannot rush through a program in any haphazard order and expect to obtain the correct result. He must follow the program in the logical order that it was written.

b. Writing programs.

Programming forces a student to organize his thoughts in logical order so that he can instruct a machine, which does only what it is told, to solve problems. The student must consider every conceivable eventuality in solving the problem, for even the slightest error or omission will create problems. Writing programs is one of the most rigid tests of logical thinking.

D. To improve the student's problem solving skills.

1. Why problem solving skills are important.

2. Components involved in general problem solving.

a. Problem must be understood.

1. Problem can be stated.

2. Principal parts of problem can be pointed out.

b. A plan for solving the problem must be devised.

1. The problem considered from various sides.

2. Past experience in solving related problems can be used.

3. Each new idea is carefully considered and related to old ideas.

I. D. 2. b. 4. A general outline for solving the problem is given.

c. Plan must be carried out.

1. Details of general solution outline must be filled in.

2. Each step must be carefully checked.

d. Solution must be analyzed.

1. Overall solution must be checked.

2. Alternative solutions should be considered and tried.

3. Writing a program to solve a problem involves exercising one's problem solving skills.

a. The problem must be understood. In order for the student to instruct a machine, he himself must thoroughly understand the problem.

b. Plan for carrying out the program must be devised. Every possible component of the problem must be studied in order to obtain a satisfactory solution. A flow chart can be used to illustrate the plan.

c. The program must be written in a computer language. Each step must be carefully checked for grammar errors and to see that it follows in a logical order.

d. The program must be analyzed and debugged where necessary. Even if the program yields a correct answer, the student may want to make the program more efficient, realizing that there is no single unique program to satisfy the problem.

E. To increase confidence in mathematical ability.

1. Students who succeed in math generally "like" math, and consequently tend to become more proficient in it. The computer course was designed so that all students could experience some success.

a. The subject matter that each individual had studied in his respective high school did not add or detract significantly from his ability to succeed in the course, although students with the greater math experience theoretically possessed better problem solving skills.

b. Classroom activities were varied to allow everyone an opportunity to find some situation he could operate in

I. E. 1. b. effectively-large group vs. small group vs. individual work.

c. Afternoon and evening tutorial assistance was available to students to get homework checked and unclear concepts explained.

d. On experiencing success in the computer course, students would gain additional confidence because of the status associated with working with computers.

2. Students who are operating in a comfortable atmosphere tend to be more receptive to learning. A comfortable atmosphere is one where fear, constant uncertainty, and threat to one's ego have been eliminated.

a. Each day review topics were discussed before going onto new material. This offered the student a chance to feel confident at the outset of each class, especially since he had received help on the material during study hours the night before.

b. When new material was introduced students who volunteered answers were called on to respond. A student never had to be afraid of being called on when he didn't know the answer. On the other hand, students wanted to respond because of the status associated with determining the answer to new programming techniques.

c. Before the end of the class students were challenged with a more difficult problem so that they realized they always had more to learn. It was made clear that all students were not expected to be able to do the problem, but those who were able to master the problem, gained additional confidence. Not challenging the students would have resulted in a lack of interest on the part of some of them.

F. To increase creativity.

1. Since there are usually a variety of ways to write a program to solve any problem, students were free to follow their own ideas. They were not constantly trying to determine how the teacher would solve the problem or what the one correct program should be.

2. By going over programs written by other people and playing games on the computer, students were given different programming ideas. This challenged them to come up with ideas of their own. They soon learned that they had control over the computer and they could create and control whatever the computer was to do.

II. INTRODUCTION TO THE COMPUTER

A. Explanation of basic components of a computer system in an attempt to explain the essence of a computer.

1. Input unit.

2. Control unit.

3. Memory unit.

4. Arithmetic unit.

5. Output unit.

B. Familiarized students with the computer terminology to be used in the course.

III. CONVERSATIONAL PROGRAMMING WITH BASIC

A. Explanation of why BASIC language was chosen over FORTRAN, COBOL, etc.

B. Rationale for the selection of the text, Basic for Beginners.

C. Elementary programming statements.

D. Loops

1. FOR-NEXT statement.

2. Nested loops.

E. Lists and tables.

F. Functions and subroutines.

1. INT function.

2. RND function.

3. ABS function.

4. SGN function.

5. SQR function.

6. GOSUB & RETURN statements.

G. String data and variables.

H. Uses of Computers in Society.

IV. INTRODUCTION TO TIMESHARING.

A. Explanation of the type of computer and input devices used.

B. Comparison of timesharing and batch processing. Although the students worked on a timesharing system, they were shown how cards were printed and used in batch processing.

C. Instruction of students in use of the PDP-11 Digital Computer.

1. To destroy misconceptions about computers.

2. To run and debug programming assignments.

3. To enhance student's self image by showing the student he was in control of the computer.

V. CLASSROOM TEACHING TECHNIQUES.

A. Individual work.

1. Students sometimes worked individually for part of the class so that they were able to identify their own problems with the material and could get them resolved by the teacher, the teaching assistant, or by a fellow classmate.

2. Daily worksheets - although worksheets were a very effective and more personal way of assigning homework, assignments were also made from Basic for Beginners. This was done to avoid total dependence on the worksheets and the teacher.

3. Weekly tests. The student received constant reinforcement and evaluation by having tests on a weekly basis.

B. Small group work. Students sometimes worked in small assigned groups on determining print out of programs and writing programs as a group. This was done so that students could share ideas and learn how other students attacked problems. Everyone in the group was expected to understand the group's result, so that individual students had to explain their ideas to the group.

C. Lecture and class participation. New ideas were presented in a lecture format with students constantly involved in the learning process. Students were given an opportunity to demonstrate their knowledge by answering questions or by coming to the board and writing our programs.

VI. ROLE OF TEACHING ASSISTANT.

A. In the classroom.

1. Learning with the students.

2. Setting a positive example.

3. Answering students' questions during individual and small group work session.

VI. A. 4. Encouraging students to respond in class, sometimes checking their results before they responded

5. Keeping students attentive at all times in the classroom by communication with them during class or at other times during the day.

6. Helping students in the computer room.

B. During evening study hours.

1. Checking Homework - eliminated the need to go over entire homework assignment the next day in class. Class time could then be devoted to reviewing common problem areas before new material was introduced.

2. Giving remedial instruction to students who needed extra help on basic arithmetic and algebraic skills.

Set Theory, Probability, and Logic

SET THEORY, PROBABILITY AND LOGIC

I. COURSE RATIONALE

A. There is a need to expose students to a math course which enables them to feel comfortable and improve their math skills. Students and teacher are able to identify primary and secondary level math concepts that student either had not been exposed to or has not mastered.

B. Course offered must be one that can be successfully mastered by students of varying abilities and math backgrounds.

C. The course should not be a repetition of courses that have been the source of negative experiences for students. If course content includes material where student has had prior difficulty the opportunity for staff to identify problems and accurately assess learning style and potential may be lost.

D. The content of the course should be "advanced" rather than focus on concepts and processes that are a repetition of high school courses. Students feel a greater degree of challenge when they are exposed to college level math that is seldom taught in the high school.

E. Course should emphasize student's need for content at the "abstract" level. There is often a neglect of "abstract" math concepts in traditional high school courses. Course content should focus a great deal on "abstract" math and be directed at preparing students to effectively utilize previously acquired knowledge to "solve problems".

F. Course should lend itself to creating a "positive classroom atmosphere" that will enhance students' full development academically and reduce the anxiety that is so often related to math.

G. Course should facilitate students developing the attitude that learning math is a means of self-improvement and the personal incentive should be more than the earning of a grade.

II. COURSE OBJECTIVES

A. Set Theory

1. Encourage students to challenge and examine information given to them and avoid accepting information "blindly"

2. Develop students' ability to think "abstractly" by using non-numerical (or non-computational) content.

3. Develop students' problem-solving ability and capacity to be "self-directed".

B. Counting Techniques.

II. B. 1. Encourage students to challenge and examine information given to them and avoid accepting information "blindly".

2. Strengthen students basic math skills using selected units in area of complex numerical computation.

3. Develop students problem-solving ability and capacity to be "self-directed".

C. Logic

1. To enhance the students developing a sequential learning pattern which will enable them to internalize the importance of learning in sequence (e.g. identifying initial, intermediate, and final factors in a process).

2. Provide a learning opportunity for students to explore making logical and consistent decisions (conclusions) by analyzing a problem and applying relevant concepts to its solution.

3. To improve students' ability to solve problems when working independently.

4. To enhance students' ability to think "abstractly" through the use of open-ended examples that challenge the student to determine an outcome by observation, analysis, and drawing on previous experience.

D. Probability.

1. Encourage students' to challenge and examine information given to them and avoid accepting information "blindly".

2. To improve students' ability to solve problems when working independently.

3. To enhance students' ability to think "abstractly" through the use of open-ended examples that challenge the student to determine an outcome by observation, analysis, and drawing on previous experience.

III. SKILLS OBJECTIVES FOR STUDENTS.

A. Improve ability to apply concepts to specific examples when working independently.

B. Improve ability to understand and interpret math reading assignments.

C. Develop a longer span of concentration during problem solving exercises.

D. Improve ability to carry out selected formal mathematical operations mentally.

III. E. Correctly write out a systematic proof using accepted mathematical theories and laws.

F. Improve ability to make inferences from hypothetical to actual situations on selected verbal exercises.

G. Demonstrate improved ability to correctly take notes during classroom lectures.

IV. COURSE CONTENT

A. Set Theory.

1. Set operations.

2. Venn diagrams.

3. Theoretical profts.

B. Counting Techniques.

1. Factorial notation.

2. Permutations.

3. Combinations.

4. Binomial theorem.

C. Probability.

1. Sample and event spaces.

2. Axioms of probability.

3. Finite probability spaces.

D. Logic.

1. Language of logic.

2. Symbolic notation.

3. Truth Tables.

4. Tautologies.

5. Negation.

6. Testing validity of arguments.

V. TEACHING TECHNIQUES

A. Classroom Setting.

V. A. 1. Textbooks and materials.

2. Use of teaching assistants.

3. Reading assignments.

4. Daily assignments.

5. Weekly test.

6. Frequent short quizzes.

7. Classroom participation and interaction.

8. Challenging the student's "opinion".

B. Out-of-Class Activities.

1. Tutoring sessions.

a. Afternoon study.

b. Evening sessions.

c. Role of teaching assistants.

2. Weekend campus activities.

a. Individual assignments.

b. One to one tutoring sessions.

c. Small group sessions.

History and Ethics

HISTORY AND ETHICS

Contents

Introduction

Unit 1 "What is Justice?"

Unit 2 The Role of the Individual in American Society

Unit 3 The Nature of Change

Unit 4 Man's Search for Perfection

Course Foundations

HISTORY AND ETHICS

INTRODUCTION

The purpose of this course is to assist inner city black and Spanish speaking students who are achievement oriented and face the awesome difficulty of climbing up within a system that has consistently discouraged mass mobility. It cannot be said that the course being discussed is solely for black and Spanish speaking students. Modifications can be made, changes in material and models can be instituted, and objectives and goals can be altered to meet the needs of specific groups of students, but the process would remain identical for students of any race, ethnic group, or ability level.

In assessing the needs of P.C.S.P. students we have found that they suffer from severe skills deficits which limit their career and educational choices. A basic minimum level of skills and knowledge is needed before one enters any career or vocation. Proper support and remedial assistance similiar to that which is being suggested in this outline should narrow some of these educational gaps.

Any well planned educational program should also focus on developing higher academic skills. Students should learn to think critically and be able to analyze, especially when studying such a subject as the political and moral aspects of our society. We feel that students should be able to arrive at certain historical viewpoints about the moral fabric of our country, be able to better evaluate the establishment of the moral climate, and ultimately gain a better understanding or their roles as disadvantaged inner city youths. The methods used to illustrate these subjects must stress the concept of "objectivity" even as we examine historical myths, and endeavor to understand the roles, language and methods of those in power. Our aim has not been so much that our students will act as agents of massive social change. That must be left up to experts, such as Alinsky was. Nor was one of the goals of the course to train leaders in voter registration drives. A major goal, however, has been to give students the knowledge and ability to rationally solve such problems as deciding what candidate to vote for, whether to devote time, money, and effort to a candidate's campaign, and to be able to discuss the decision process that he or she when through.

UNIT 1

"What is Justice?"
Narrative

The question: "What is Justice?" is one of the central and timeless questions asked by man in comtemplating the construction of governments. The determination of the nature of justice must not be left alone to the planners of society; everyone must try to decide what is justice by taking into consideration all of the various components involved in making a just decision.

Too often, however, the people are not given the opportunity to voice their own opinions. The reasons for this are somehow enshrouded in an archaic group of assumptions: (1) that only certain people can make just decisions; (2) that the art of running a society or determining what is and what ought to be just be left up to professionals; (3) that mass participation merely leads to chaos; and (4) most devastating of all, that the people do not desire to participate in the decision making process. It is the intent of this section to disprove these assumptions and to focus on the origin of the American political system, how it works at present as well as how it has worked in the past, and how it does or does not guarantee protection for the individual. To accomplish this we must study how individuals and groups who have successfully influenced social change evolved the personal and collective value systems which motivated them. The means by which these values and principles were formed will give us insights into both the processes of value construction and decision making today.

I. FUNDAMENTAL CONCEPTS AND TERMS USED IN DISCUSSING: "WHAT IS JUSTICE?"

A. Dimensions of justice to be defined.

1. Personal.

2. Social.

3. Economic.

4. Governmental.

5. Legal.

6. Military.

B. Related terms.

1. Justice: the maintenance or administration of what is just; the characteristics of being just, fair, equitable, right action; conforming to the truth.

2. Authority: persons in command.

3. Ethics: the discipline of dealing with what is good and what is bad, what is right and what is wrong.

I. B. 4. Ethical: being in accord with approved standards of behavior.

5. Mores: folkways or beliefs of central importance accepted without question and embodying the fundamental moral view of that group.

6. Morals: pertaining to right conduct or its principles.

7. Morality: a doctrine or system of thought concerned with conduct; goodness or rightness in behavior.

8. Idealism: the cherishing or pursuit of high and noble principles, purposes, goals, etc.

9. Privilege: to gain authorization.

10. Responsibility: reliability, accountability.

11. Oppression: unjust or cruel exercise of authority.

*The defining of a term or concept makes the class focus on meaning and reduces arguments that are due to semantic differences. The process includes an explanation of the dimensions of justice to be considered, and the inter-relatedness of the six dimensions; the definition of related terms; and posing of a number of "situational dilemnas".

C. Example of a "situational dilemna".

You are shopping in a supermarket and climb up on a shelf to reach a can of tomatoes. The shelf falls on you injuring your back severely, and you miss three months work. When the insurance agent arrives to interview you as to the cause of the accident, you realize the supermarket can be held liable only if negligence on their part can be proven. You have to decide what to tell the agent.

1. CHOICE 1: You tell the entire truth with the realization that your compensation, if they awarded you any at all, would be minimal.

2. CHOICE 2: You say the shelf simply fell on you. Your hope is for a small, uncontested settlement so you minimize the damage to your back.

3. CHOICE 3: You claim it was entirely the fault of the supermarket and attempt to gain as much money and compensation possible.

4. CHOICE 4: You claim that you recall nothing because you suffered a slight dizzy spell before you were hit. You attempt to appeal to sympathy and "not really lie" about the incident.

D. Rationale for posing "situational dilemnas."

1. To establish a sense of group identity within the classroom.

2. To create peer and/or teaching models for students who need support during the first few days in the class.

I. D. 3. To establish common terms.

4. To create a supportive classroom atmosphere.

5. To enable students to question their values and to begin to focus on the process of "valuing".

6. To enable students to question the values of others (supportive references to Erikson).

7. To enable students to begin to face the questions of absolute right and absolute wrong, as well as relative right and relative wrong.

8. To enable the class to observe the teacher in a relaxed classroom structure.

9. To enable the class to observe teaching assistants as an integral part of the classroom process.

10. To enable the teacher to formulate some opinions about the ability level of the class in general, as well as about individuals within the class.

II. USE OF A FEATURE LENGTH FILM AS A TEACHING AID.

A. Rationale for using film "Abandon Ship".

1. To illustrate a similarity in the manner in which books, articles, and films can be evaluated by students.

2. To illustrate some of the differences between this course and courses offered in the students' high schools.

3. To illustrate the sometimes conflicting concepts of legality and morality.

B. Example of discussion question.

QUESTION 1: "Was it right for the seamen to throw the men overboard? Why? Why not?"

C. Rationale for asking QUESTION 1 and skills developed.

1. Personalizing the question allows everyone in the class to participate without fear of censure since the situation is open ended, and opinions, rather than facts, are sought as responses.

a. Places teaching staff at same level of participation as students, for staff also verbalizes feelings.

b. Allows teaching staff to enter, leave, and re-enter discussion; to change direction of questions; and to change level of questioning.

II. C. 2. Discussion process emphasizes communications skills (will be explained in communications skills narrative under course foundations at end of outline).

3. Responsible class discussion of such a question strengthens general skills necessary for objective analysis (see General Guidelines for Objectivity, under COURSE FOUNDATIONS).

D. Example of discussion question.

QUESTION 2: "What was the personal moral obligation of the second officer, and how did it finally manifest itself?"

E. Rationale for asking QUESTION 2 and skills developed.

1. To determine students' ability to depict events and changes in the development of characters.

2. Discussion process emphasizes communications skills.

F. Example of discussion question.

QUESTION 3: "What is "just" or "fair" and how can we define these terms? Do we change rules in times of crisis? How right is this?"

G. Rationale for asking QUESTION 3 and skills developed.

1. To enable students to look at the film in terms of a model (our in-class definitions - see Dimensions of Justice to be Considered and Related Terms).

2. To reinforce material that was previously "taught" in class.

3. Responsible class discussion of such a question strengthens skills necessary for objective analysis.

H. Terms used to re-emphasize definitions and to provide clarification of film "Abandon Ship".

1. Justice

2. Authority

3. Ethics

4. Ethical

5. Mores, Folkways, Beliefs

6. Morals

7. Morality

8. Idealism

II. H. 9. Privilege

10. Responsibility

11. Oppression

III. COMPARISON OF STYLES AND METHODS OF TWO "HISTORY" BOOKS.

"A Pocket History of the United States", Allan Nevins and Henry Steele Commager.

"No More Lies", Dick Gregory.

A. Rationale for using "A Pocket History" and "No More Lies".

1. To acquaint some students and re-aquaint others in methods of research and ways of viewing historical events.

a. Show how both Gregory and Nevins and Commager use historical research and documentation in their presentations.

b. Define and illustrate the use of primary and secondary sources.

2. To enable students to see that similar methods can be used to view the same events and can possibly lead to dissimilar conclusions. Focus student attention on two events as treated in both books:

a. The founding of Plymouth Colony.

b. The Salem Witchcraft Trials.

IV. EXAMPLE OF A MAJOR TEXT THAT WAS ASSIGNED.

A. Rationale for using "Nature of Prejudice", by Gordon W. Allport.

1. To establish a model that will enable students to examine behavior.

2. To introduce a college level text as a means to promote confidence and to strengthen ego development.

B. Topics or concepts emphasized.

1. Characterististics of ethnic prejudice; misconceptions and prejudgment.

2. Definition of ethnic prejudice.

3. Five steps of prejudicial behavior.

a. Antilocution.

b. Avoidance.

IV. B. 3. c. Discrimination.

d. Physical Attack.

e. Extermination.

4. Two characteristics of over categorization.

a. Categorization clusters complex stimuli into over simplified constructs that guide our daily lives.

b. Categories too narrowly focused on groups rather than individuals which enables us to "solve" problems easier, "All blacks are stupid; All Jews are cheap."

V. TRANSITIONAL READING FOR UNITS 1 AND 2.

After assigning and discussing Allport, students were referred to "No More Lies", and "Pocket History". This part of section served as a transition between the units "What is Justice?" and "The Role of the Individual in Society".

A. Rationale for re-using "No More Lies" and "A Pocket History".

1. To illustrate the need for constant reinforcement of material.

2. To illustrate the inter-relatedness of all sections of the course.

3. To introduce the idea that methods used in one section will be built upon in others.

4. Elimination of the idea of closure in historical analysis.

5. To briefly introduce the student to various schools of historical thought while studying controversial historical issues.

a. Revisionist.

b. Constitutionalist.

c. Internationalist.

6. To enable students to question the methods used by writers and develop the ability to identify and describe these methods.

B. Topics or concepts discussed.

1. Pilgrims: William Bradford, William Brewster, and James Robinson.

2. Charter Companies.

3. Proprietary Grants.

V. B. 4. Royal Colonies.

5. Massachusetts Bay Theocracy.

6. Virginia Legislative House of Burgesses.

7. Fundamental Orders of Connecticut.

8. Rhode Island; the republic within an empire.

9. Bacon's Rebellion.

10. Making of the Constitution.

a. Rationale

b. Philosophy

11. Interpretation of the Declaration of Independence.

VI. MAJOR INSTRUCTIONAL OBJECTIVES FOR STUDENTS: "WHAT IS JUSTICE?".

A. Give an interpretation of the term "legitimacy" through the following quotation from "No More Lies" by Dick Gregory:

"Super-patriots have so enshrined the Declaration of Independence and the Constitution that the sentiments expressed are forgotten . . . Revolution is a dirty word when used by those who really mean it, and an example of non-patriotism to those who revere the document rather than the sentiment."

B. Describe the three types of colonies established in the United States and their basic differences.

C. Give a definition of the term "ethnic prejudice" based upon the definition given by Gordon Allport and other course reading.

D. Answer the following questions verbally or in essay form using the information that has been covered in the course:

"What is the relationship between justice and morality? Is prejudice ever just or ethical? Is Toleration ever unjust or unethical?"

E. Given case studies of people faced with moral choices to determine the options open to the individuals and explain why they think individuals should choose a certain option; to be clear about the assumptions they are making to reach their decisions.

UNIT 2

THE ROLE OF THE INDIVIDUAL IN AMERICAN SOCIETY

The American political system is designed to balance an individual's rights and privileges with the responsibilities society expects him to fulfill. It is through education that the individual learns the expectations of society, its culture, and its values. It is hoped that the awareness of human rights and privileges as dictated by society would be taught in school but often it is not, and reasons for this are not always clear. It would seem that the high schools in the inner cities are not meeting the needs of the students in this affective domain (Bloom et. al., will be included as supportive references).

The high schools also have not been meeting their academic responsibilities to the students in the area of skills. This lack of preparation is then manifested in the students attendance at undemanding colleges, their inability to do well in testing situations, and their inability to find work without the assistance of "remedial programs".

If there is indeed a severe lack of balance, and it is caused by the high schools inability to meet the needs of its students, then we must try to correct the fault. It has been our intention that students discover their rights and obligations as responsible citizens, and identify the skills improvements they will need to make in order to perform well in schools which are intellectually challenging.

I. FUNDAMENTAL CONCEPTS AND TERMS USED IN DISCUSSING: "THE ROLE OF THE INDIVIDUAL IN AMERICAN SOCIETY".

A. Responsibilities of the individual in the American system.

1. Adherence to the law.

2. Voting.

3. Paying Taxes.

4. Jury Duty.

5. Citizens Arrest.

6. Acceptance of majority opinions.

B. Constitutional rights.

1. Right to join organizations.

2. Right to free exercise of religion.

3. Right to privacy.

4. Right to free access to information.

5. Right to due process.

I. B. 6. Right to free expression.

7. Right to equal protection under the law.

II. TRANSITIONAL READING FOR UNITS 2 AND 3.

After discussion of fundamental concepts using appropriate pamphlets and films, the students read: "The Supreme Court in American Life" by Leonard F. James and "Civil Rights and Civil Liberties" ed. Gerald Leinwand. These books served as transitional content between "The Role of the Individual Society" and "The Nature of Change".

A. Rationale for using "The Supreme Court in American Life" and "Civil Rights and Civil Liberties".

1. To illustrate the need for constant reinforcement of concepts by use of source material.

2. To illustrate the inter-relatedness of all sections of the course.

3. To reinforce the idea that methods used in one section will be built upon in others.

4. Elimination of the idea of closure in historical analysis.

B. Topics and Concepts discussed.

1. Court Procedure.

a. Organization of Federal Courts.

b. How cases reach the Supreme Court Docket.

2. Freedom of speech.

a. Schneck v. United States.

b. Gitlow v. New York.

3. Right to a fair trial.

a. Mapp v. Ohio.

b. Escobedo v. Illinois.

c. Miranda v. Arizona

d. Sheppard v. Maxwell.

4. Freedom of religion.

II. B. 4. a. Minerville School District v. Gobitis.

5. Due process.

a. Inre v. Gault.

6. Civil rights cases.

a. Thirteenth Amendment.

b. Fourteenth Amendment.

c. Fifteenth Amendment.

d. Civil Rights Act 1875.

e. Plessy v. Ferguson.

f. Brown v. Board of Education of Topeka.

III. USE OF A FEATURE LENGTH FILM AS A TEACHING AID.

A. Rationale for using film "Soldier Blue".

1. To illustrate a similarity in the manner in which books, articles, and films can be evaluated by students.

2. To illustrate some of the differences between this course and standard high school courses.

3. To enable the student to visualize events, expressed attitudes, and historical atrocities.

4. To enable the students to begin to question their own attitudes and values in terms of treatment of the American Indian.

5. To enable the student to see the inter-relatedness of ethics, morality, and history.

6. To create a sense of cohesiveness within the classroom. The film was obtained specifically for our class. (The film is often shown to the entire program, but it is made clear that it will be "used" in History-Ethics as part of the course content).

B. Example of discussion question.

QUESTION 1: "What are your feelings after viewing the film? Are they valid responses?"

C. Rationale for asking QUESTION 1 and skills developed.

1. Enables student to talk about critical aspects of the film.

III. C. 2. Personalizing the question allows everyone in the class to participate, and allows those students who are shy and withdrawn a chance to speak.

3. Places teaching staffs' feelings on the level of students, for they also must verbalize feelings.

4. Allows teaching staff to enter, leave, and re-enter discussion; to change level or direction of questioning.

5. Responsible class discussion of such a question strengthens general skills necessary for objective analysis.

6. Discussion process emphasizes specific communication skills.

D. Example of discussion question.

QUESTION 2: "What examples of the significant changes that the character Honnis went through in the film can you identify?"

E. Rationale for asking QUESTION 2 and skills developed.

1. To determine the students' ability to identify events and changes significant to the development of the characters.

2. Discussion process emphasizes specific communication skills.

F. Example of discussion question.

QUESTION 3: "Was Sand Creek a battle or a massacre? Was the limited publicity favorable or otherwise? If we change the time and the uniform, what recent case in American history would be similar to the Sand Creek incident?"

G. Rationale for asking QUESTION 3 and skills developed.

1. To enable the student to see the difference between a battle and a massacre using the concept of "the redefinition of terms".

2. To introduce speculation, based on a knowledge of the past, as a legitimate technique to anticipate the future.

3. To enable the student to look for similarities in American history and world history, and to clarify these similarities.

4. Discussion process emphasizes specific communication skills.

III. H. Examples of discussion question.

QUESTION 4: (Question students' general knowledge) "Are there any similarities between the attitude of the army in the 1880's and the present?"

I. Rationale for asking QUESTION 4 and skills developed.

1. Reveal depth of general knowledge of students of contemporary attitudes.

2. Discussion process emphasizes specific communication skills.

J. Example of discussion question.

QUESTION 5: "Let's go over our notes about attitudes. Can we use Allport's model of prejudice and discrimination in the discussion of the film?"

K. Rationale for asking QUESTION 5 and skills developed.

1. To enable students to look at the film in terms of a model against which attitudes and behavior can be compared.

2. To reinforce the topics and concepts taught in the Allport section.

3. Responsible class discussion of such a question strengthens skills necessary for objective analysis.

4. Discussion process emphasizes specific communication skills.

IV. RELATED TERMS.

Terms used to re-emphasize Allport and to provide clarification of the film "Soldier Blue".

A. In groups/out groups.

B. Definition of ethnic prejudice.

C. Antilocution.

D. Discrimination.

E. Physical attack.

F. Extermination.

V. COMPARING AND INTERNALIZING MODELS.

V. Questioning strategies used to enable students to internalize models while using, "The Nature of Prejudice" and the film, "Soldier Blue" as vehicles. At this time less emphasis was placed on the film.

A. Example of discussion question.

QUESTION 1: At what point did Honnis lose his identification with his group? Trace this shift of identity by the use of our model from, "The Nature of Prejudice".

B. Rationale for asking QUESTION 1 and skills developed.

1. To determine students' ability to identify events and changes within a sociological model.

2. Discussion process emphasizes specific communication skills.

C. Example of discussion question.

QUESTION 2: "How much of Honnis' lack of objectivity was directly related to his over-identification with the army?"

D. Rationale for QUESTION 2 and skills developed.

1. To determine students' ability to see the relationship between the behavior and biases of ingroups, and the ability to look at outgroups objectively.

2. To begin the process of "valuing" over identification.

3. Discussion process emphasizes specific communication skills.

4. Responsible class discussion of such a question strengthens skills necessary for objective analysis.

Note: The same process of questioning can be used for every major aspect of Allport that the teacher wishes to reinforce.

VI. PAMPHLETS FOR READING AND DISCUSSION.

"Rights of the Accused: Criminal Procedure and Public Safety"; "Taking a Stand: A Guide to Clear Discussion of Public Issues"; "The Law Suit"; "Legal Reasoning and Civil Procedure"; "Moral Reasoning: The Value of Life".

A. Rationale for using Pamphlets.

1. To discuss a broad range of topics in a limited amount of time.

2. To provide a model that could be used in the discussion of public and controversial issues. (Harvard Social Studies Project).

VI. B. Strategies and Techniques used by the Harvard Social Studies Project in the clarification of issues and cases.

1. The analysis of public controversy in terms of prescriptive, descriptive, and analytical issues.

2. The use of distinct strategies for justification and clarification of ones views of such issues.

3. Systematic attention to the discussion process as one deals with a controversial issue.

C. An example used in defining prescriptive, descriptive, and analytic issues:

DISCUSSION QUESTION: "Should the baby live?" Based on reading "From Moral Reasoning: The Value of Life", Xerox Publication, reprinted from "The Right to Die," by P.F. Kluge, Life Magazine, 1972.

1. Prescriptive issues: This case provoked disagreement on several levels. One level involved judgment about what should be done - judgments concerned with legitimacy, the rightness or wrongness of actions and policy. These are prescriptive issues, which were expressed as follows:

a. Was it right for Phyllis Obernauer to reject her daughter?

b. Should the doctors honor the mother's wish to allow the baby to die?

c. Were the protests that were raised by neighbors and the Presbyterian Minister legitimate?

d. Should legal rights or moral rights be considered more important?

2. Further classification of prescriptive issues.

a. Personal conviction and conscience.
(What should Phyllis Obernauer do? or what would you do and why?)

b. Public policy. (Should the state take over the care of Tara and do so in similar situations?)

c. Ethnic considerations.
(What value is more important, the right to live or the right to die?)

d. Law. (Is it unconstitutional to allow the baby to die, if the parents refuse to grant needed hospital care?)

VI. C. 3. Descriptive issues: After discussing prescriptive issues the discussion might turn to descriptive issues.

a. Were there any other options open to Mrs. Obernauer?

b. What is the significance of Mrs. Obernauer's father-in-law being in a German concentration camp?

c. Is it reasonable to say that the knowledge of this gives her better insight into the problem of mercy killing?

d. Does the relationship between the Obernauer family seem to be changing?

e. Is the Obernauer reaction typical? Explain why.

4. Further classification of descriptive issues.

a. Those concerned with whether or not specific events or conditions occur. (Were there any options open to Mrs. Obernauer?)

b. Those concerned with discovering relationships between events and conditions.

c. Causal claims. (Mrs. Obernauer knows about mercy killing because the value of it was explained to her by her father-in-law.)

d. Associative claims. (Germans tend to be cruel people with little respect for life.)

e. Interpretation or speculative claims. (It's against the will of God to use extraordinary devices to keep people alive.)

5. Analytical issues such as what the meaning of a particular word or phrase is in describing the problem. Socially controversial issues or problems sometimes revolve around a disputed definition of an issue. Sometimes problems result from differences in what we construe the problem to be. For example, two members of the class might have the following approaches in trying to resolve the Obernauer case:

A's Issues.

Did the law prohibit Mrs. Obernauer from allowing their baby to die?

Was Mrs. Obernauer aware of the law?

Was the law passed according to constitutional procedures?

VI. C. 5. B's Issues.

Was it right for Mrs. Obernauer to allow the baby to die?

Do children have the moral right to live, regardless of affliction?

Should all children who are suffering from some sort of mental and/or physical impairment be allowed to die?

It is evident that A and B disagree about how to look at the problem. A is concerned with legal issues and B is concerned with moral issues.

D. Listing of strategies used for justification and clarification of opinions.

1. Harvard Social Studies Project Guide (specific examples will be used in writing, similar to those used in examining prescriptive, descriptive, and analytic issues).

E. Major areas emphasized to encourage the systematic examination of the discussion process.

1. Use of analogies.

2. Evaluation of evidence.

3. Defining of Terms.

4. Making distinctions between similar terms (for further clarification see Course Foundations: General Guidelines for Objectivity).

VII. MAJOR INSTRUCTIONAL OBJECTIVES FOR STUDENTS: THE ROLE OF THE INDIVIDUAL IN SOCIETY.

A. Describe three constitutional safeguards that protect the individual in court and trial proceedings.

B. Identify the differences between apellate and original jurisdiction.

C. Answer the following questions verbally or in essay form, using the information that has been covered in this course:

1. "How do we change traditions of segregation that have become part of our institutions?"

2. "What methods should be employed? In what areas do we begin to break down the barriers of a segregated society?"

D. Write an essay on the meaning of civil disobediance which expresses his opinions on its morality and practicality.

UNIT 3

THE NATURE OF CHANGE

Narrative

America has taken pride in the adaptability of its legal avenues for the redress of grievances. Yet America was fashioned in a violent revolution and has since been characterized by some as a violent society. Many high school history texts overlook or deliberately ignore this characterization. Unfortunately, far too many of our high schools use only one text book, thereby limiting the range of historical interpretations. This is especially true of the high schools our students in P.C.S.P. come from. One history text is usually used for a two year course. The rationale for the single book practice generally falls into two categories; one is budgetary, the other is cognitive. Typical generalizations are: "We can only afford one book . . . sure we would like to use paperbacks, but our losses would be so high that their use would be monetarily impossible . . . the book that is currently being used is the only one capable of spanning the wide range of reading levels in city high schools . . . " This tendency of not presenting varying interpretations results in poor development of analytical skills. Our inner city youths are limited by a lack of information and handicapped because of the simplicity of the concepts they consequently learn. They have been denied the very tools needed for developing sophisticated thought processes.

Consequently, violence is taught only in terms of good and bad labels, without presenting any consistent models of alternative behavior. The nature of any change, whether violent or peaceful, is often looked upon in isolation without an examination of patterns or recurring cycles. Massive documentation is not needed to prove this point. It is the central argument of many revisionists historians, (quotation here from, "Teaching New Social Studies," by Festor) and has been cited in numerous educational journals in articles which critique Social Studies curricula within the high schools (further supportive documentation by Massialas, Cox, Bloom, and Smith). While these writings have focused on the problems of middle class America, it is observable that the problems of the inner cities are much larger and of greater intensity. (Supportive reference here from "Education and Social Crisis", "Perspectives on Teaching Disadvantaged Youths," by Keuchetal).

The most visible problem in the cities is the size of the school district. It is easier to develop a revision in content and methods in a one high school town than it is to revise content and methods simultaneously, or even individually, when there are seven or eight different high schools in a city. The bureaucracy is slow and cumbersome, making innovative change difficult. The problem becomes more awesome when one considers the factor of "cultural collision," (supportive reference to Hall) which is usually not taken into consideration when developments or changes in curriculum are made.

One of the purposes of this section is to examine some of the various aspects of social change and to work with models in discussing and evaluating patterns of change.

I. AN EXAMINATION OF THE BOOK "AMERICAN VIOLENCE: A DOCUMENTARY HISTORY," ED. BY RICHARD HOFSTADTER AND MICHAEL WALLACE.

A. Rationale for using "American Violence."

1. Violence has been a subject that has been too often avoided by historians. Hofstadter and Wallace have edited a new and conclusive work in this area (1969).

2. To enable the student to identify similar characteristics in violent behavior or events, so that they will be able to categorize acts of violence and evaluate the acts in terms of specific models.

3. To acquaint students with the work of two noted authorities on American history and to consider their point of view as a model for our study and analysis.

a. To provide the students with specific examples of the use of violence when peaceful demonstrations have failed.

B. Topics and concepts discussed.

1. Lack of an ideological and geographical center for American violence.

2. The unwillingness of many Americans to accept the reality that violence is an intrinsic part of our past.

3. Political violence.

a. Boston Massacre.

b. Whiskey Rebellion.

4. Racial violence.

a. Nat Turner.

b. New York Slave Revolt.

c. Watts, 1965.

d. Detroit, 1967.

5. Terrorism.

6. Violence in the name of Law and Order.

a. Montana Vigilantes.

b. Lynching at Memphis.

II. EXAMINATION OF "TEN TIMES BLACK" ED. JULIAN MAYFIELD

A. Rationale for using "Ten Times Black".

1. To enable the student to compare fictional and non-fictional representations of violence.

2. To provide a "break" in reading assignments while incorporating an assignment that is high in interest.

III. RE-EXAMINATION OF ALLPORT'S "NATURE OF PREJUDICE".

A. Rationale for re-examining "Nature of Prejudice".

1. To enable students to identify some of the psychological and sociological factors as they examine violent individual and/or mass action.

2. To provide an example of another perspective that can be used when studying violence.

IV. MAJOR INSTRUCTIONAL OBJECTIVES FOR STUDENTS: THE NATURE OF CHANGE.

A. Analyze violence in a historical context in terms of positive or negative results.

B. Define terrorism and show, through examples, that results can be defined as positive or negative.

C. Categorize the various types of violence.

UNIT 4

MAN'S SEARCH FOR PERFECTION

Narrative

It is fitting and proper that a course that is concerned with aspects of right and wrong should also consider the idea of what is possible within the framework of mankind's search for perfection. The most representative model for our use was the definition of a perfect society as described by Sir Thomas More in "Utopia". In our exploration of the possible ways to describe perfection, we acknowledge that a wide range of possible perspectives exists. A schizoid can create a utopian ideal by setting up an elaborate series of defense mechanisms whoch protect him from threatening realities. Societies can similarly create an illusion of perfection by over-emphasizing control which achieves the seemingly desired order at the expense of personal freedom. In such a society some individuals can actually feel that they are existing in a near perfect environment.

In this section of the course the students will have the opportunity to explore some examples of such "perfect societies", to talk about some possibilities concerning the future, and to focus on some needs of the future. It is intended that this section will aid students in understanding alternative values and will also help students apply and evaluate newly formed principles.

I. FUNDAMENTAL CONCEPTS AND TERMS USED IN DISCUSSING: "MAN'S SEARCH FOR PERFECTION".

A. General areas to be considered.

1. Examination of Sir Thomas More, "Utopia".

2. Reclarification of the term freedom in a psychological framework.

3. Demagogy as a means to achieve perfect society.

4. Dictatorship as a means to achieve perfect society.

5. The desire of man to "escape from freedom".

6. Utopian Socialism as an economic reality.

II THIS SECTION BEGAN WITH AN EXAMINATION SECTION OF ERICH FROMM'S, "ESCAPE FROM FREEDOM".

A. Rationale for using, "Escape From Freedom".

1. To enable students to consider an alternative model that examines human behavior.

2. To further illustrate the complexities of society, i.e. "mass society and democracy set some men free politically,

II. A. 2. while at the same time gave birth to a society in which the individual felt alienated and de-humanized.

3. To reinforce skills by using a "college level book".

4. To introduce the student to some of the basic ideas of Freud on observing and analyzing human behavior.

B. Topic or concepts covered.

1. Definition of social psychology.

2. Examination of freedom as a psychological problem.

3. The ambiguity of freedom.

4. Examination of the changing meanings of freedom.

5. Correlation between the growth of the individual and the growth of freedom.

6. Examination of the mechanism man uses to "escape from freedom".

7. Evaluation of those methods in light of the reading in the entire course.

8. The psychology of Nazism.

The films "THX 1138" and "1984" will then be shown; the strategies used in the showing of the films are the same as those used in "Abandon Ship" and "Soldier Blue".

III. THE COURSE ENDED WITH THE READING OF "WALDEN TWO" BY B.F. SKINNER.

A. Rationale for using, "Walden Two".

1. To enable the student to examine another model or school of thought in regard to behavior and the evaluation of experiences.

2. To illustrate the complexities of mass society, and the introduction of planned Utopian socialism as an economic reality.

3. To illustrate that by thinking creatively or abstractly one can develop some "worthwhile" conclusions.

4. To provide a format within which the abstract thinking of students can be observed.

5. To provide the students with a book to be read in its entirety after the summer component terminates, further reinforcing the idea that learning is a process that should go beyond summer experience.

COURSE FOUNDATIONS

I. A BROAD PHILOSOPHICAL BASIS AND MODELS FOR EVALUATION.

A. Assumptions upon which teaching methods and course content are based.

1. Understanding fundamental concepts and facts is a necessary prerequisite in making any subject comprehensible (supportive references from Bruner).

2. Students must be able to arrange details in a structured pattern in order to learn and remember (supportive references from Bruner).

3. Without first having a clear understanding of fundamental causes which explain a particular event or phenomenon, a model cannot evolve which will be useful in understanding similar situations (supportive references from Allport).

4. There is a correlation between the ability to think critically and the degree of moral development an individual has achieved. Therefore, moral development should also be the subject of a course which attempts to strengthen critical thinking (supportive references from Marcia).

5. Students must be able to analyze material and case studies objectively, as well as be able to personalize and form subjective responses, in order for the critical thinking process to be complete.

B. Guideline materials used in formulating course content and evaluating student performance and progress.

1. A Communication Skills Narrative will follow which outlines the key areas of communication skills necessary for meaningful comprehension, interpretation, and discussion of course materials, whether they are films, pamphlets, books, magazines, recordings, etc..

(Detailed outline of narrative to come).

2. General Guidelines for Objectivity.

a. Ability to look a problem in objective realistic and tolerant terms.

b. Readiness to listen and revise judgment in light of evidence.

c. Ability to revise opinions and/or misinterpretations when facts are introduced.

I. B. 2. d. Acceptance of objectivity and systematic planning in the development of critical thinking skills.

e. The ability to change the opinions of others concerning controversial issues.

f. The ability to evaluate ones own personal opinion in the light of authoritative models which can be substantiated and supported by documented evidence.

g. Ability to judge problems in terms of situation and consequences involved, rather than in terms of fixed dogmatic precepts or emotional wishful thinking.

Human Values and Psychology

HUMAN VALUES AND PSYCHOLOGY

I. INTRODUCTION.

A. Rationale for course.

1. The need for adolescents to develop a better understanding of their values.

a. Adolescence has been characterized as a period of intense confusion due to the biological and psychological changes the individual is undergoing.

b. Values and many of the affective areas of education are not dealt with in the adolescent school experience. The schools have not been able to stand for a single set of values, and very often values have been abandoned as integral parts of the school curriculum. Schools tend to "teach the facts" and avoid controversy.

c. This is the time when an individual often evaluates his own assets and liabilities and begins looking to determine how they can be used. He begins to establish a philosophy of life and becomes committed to a system of values. According to Erikson, this is when an individual is mainly concerned with "Ego Identity".

2. The need for adolescents to develop a better understanding of society's values.

a. There have been a great many changes in the last century in the manner in which values are transmitted. Even though there are more ways of transmitting values, it has mainly led to more confusion about society's overall values.

b. There are many different complex circumstances surrounding values and they usually involve more than simple extremes of right and wrong, good or bad, or true or false. The adolescent should see that complicated judgments are involved in determining what is valued.

c. Many adolescents, and adults too, for that matter, do not really question or evaluate their value system (Kohlberg supports this position, places many adolescents and adults at the second or "conventional" level of moral development).

3. The need for techniques to be developed to deal with conflicting value structure.

a. What does the student do if he does not hold the same values as his peer group, family, or society? The students need to begin evaluating their own behavior. Therefore, psychological concepts and ideas are useful in this process for students.

I. A. 3. b. "Developmental tasks" are related to needs of an individual. If an individual successfully masters these tasks, then he is better adjusted. Havighurst has developed a list of what he sees to be the developmental tasks of adolescents between the ages of 12 and 18. Among the tasks he outlines, we have found the following to be most supportive of the focus we have maintained in this course: "Accepting one's physique and accepting a masculine or feminine role: new relations with age-mates of both sexes: emotional independence of parents and other adults: building conscious values in harmony with an adequate scientific world picture." Therefore, the adolescent needs to begin dealing with these tasks and whatever conflicts that might develop. (see Havighurst, R.J., "Developmental Tasks and Education", New York: Longmans, Green, 1951).

4. The need for adolescents to obtain more information about the process of establishing goals and making decisions.

a. An integral part of establishing values is to make decisions. The child of today has to deal with many more choices than the child of yesterday. It makes the act of choosing or deciding much more difficult.

b. In order for one to "find" himself, he must be able to establish his goals. This involves deciding what the goals are.

5. The need for adolescents to evaluate "reality".

a. Because of the confusion that can exist around the many viewpoints to which he is exposed, an adolescent will often isolate himself. Therefore, he views his isolation as the only "reality" that exists. An example of this is a student from an urban school who is considered to be a good student and receives inflated grades. When he competes or is compared with other students from different areas, his poor skills are exposed, but he does not accept the "reality" of the situation and feels that he has what he needs to be successful.

b. Many adolescents rely on fantasy as coping mechanisms (as developed by Freud and Erikson) to deal with life situations and do not evaluate the reality of their behavior.

B. Overall objectives as related to the rationale.

1. The student attempts to identify, examine, and clarify his own values, and to work out a consistent value system.

2. The student attempts to develop a thought-out, or considered, philosophy of life.

3. The student becomes committed to attempting to achieve goals related to his values.

4. The student holds himself accountable for his own actions.

5. The student is sensitive to the feelings and rights of others (tolerance).

I. B. 6. The student values honesty and education for the sake of education.

II. EMOTIONAL AND/OR PSYCHOLOGICAL NEEDS OF STUDENTS.

A. Macrocosm vs. microcosm.

The students who enter P.C.S.P. each year are from urban schools. The environments of these schools play a role in the emotional needs of the students which in turn affects the academic success of the students. Many urban schools do not provide a supportive, relaxed atmosphere for learning.

1. Sending school environment.

a. Description of physical environment.

1. Urban setting with many of monetary problems inherent in these schools. This means that in many instances, books and materials, facilities, and space, and quality of teachers will be adversely affected.

b. Emotional and/or psychological climate of the school.

1. The atmosphere is very often not a relaxed one. It is often very tense and it almost appears that neither teachers nor students wish to be there. When school is over, both teachers and students make haste to leave this setting. Therefore, the degree of support is questionable.

c. Academic standards at the particular schools.

1. The academic standards appear to suffer because of the lack of proper resources and poor teacher and student attitudes. The standards are not high when compared to other school settings.

d. Evaluation of whether the school is meeting the emotional and/or psychological needs of the student.

1. This type of environment with the above mentioned faults is not conducive to meeting the emotional and/or psychological needs of a great many of its students. The main factor missing is the lack of support offered to students and the lack of assistance given to students in the establishment of a value system.

B. Affective domain.

Throughout the program, and in this course in particular, certain values are stressed over and over. These values are felt to be good and will be beneficial to the student in later life in that students will be better able to evaluate situations which they experience.

II. B. 1. Examples of adolescent conflicts.

(Numerous sources discuss what are felt to be common examples of adolescent conflicts).

a. Academic scholarship.

1. The importance of this is stressed. It is a value which is constantly reinforced. The student is beginning his task of choosing a career, and this evaluation process, which is ongoing, should be conducted in a realistic manner. (An example of an unrealistic choice is a student with very poor math skills who wants to be an engineer).

b. Sexual conflicts.

1. The adolescent also has the task of resolving sexual tensions. At this stage, when students are biologically capable of sexual involvement, but not always able to resolve the tensions created by psychological uncertainty, they are consequently unable to make responsible decisions. Relieving negative tensions in this area is necessary for positive development in all areas, and identification and understanding of the sources of anxiety is an important step in the process.

c. Parents and/or "generation gap".

1. In most instances, adolescents have conflicts with their parents. They have the task of achieving emotional independence from adults. But very often they cannot evaluate their own feelings, or know what is expected of them in relation to their independence.

2. Personal attitudes and values (examples).

a. Quality education vs. "do enough to get over" attitude.

1. The student is constantly confronted with this type of choice. As mentioned, the value of "Education for Education's Sake" is stressed. The student needs to evaluate his or her ability to compete academically.

b. Other values stressed in the course.

1. Honesty.

This is stressed as a good value. The student

II. B. 2. b. 1. deals with the complex circumstances surrounding values and the amount of judgment that should go into establishing and testing values. The student is encouraged to see that in order to establish meaningful relationships with others, honesty as a value is an important factor.

2. Competition.

This is also viewed as a good value with certain limitations. Our society encourages all forms of competition. The student is urged to evaluate and determine whether competition in its highest form of aggressiveness is good for inter-personal relationships.

3. Tolerance and lack of prejudices.

These values are also viewed as good and are beneficial to establishing good inter-personal relations.

4. Assignment of roles based mainly on Sex.

This attitude and/or value is viewed as having negative limitations because it stereotypes peoples and does not equalize opportunities for everyone.

c. Defense patterns.

The students are encouraged to examine their behavior in order to become aware of negative defense patterns. As they become familiar with the psychological concepts, they see the extent to which they rationalize or procrastinate, if at all. They are then in a better position to evaluate "REALITY".

3. Decision making.

a. Is viewed as a process in which a person selects from two or more possible choices. It is practiced everyday of life in some form and, very often, little attention is paid to the process, therefore not all alternatives are included in the making of the choice. Learning to understand the process is usually given very little attention in the public schools.

b. In order to establish goals and values, one must decide between different goal and value options. Students are urged to be aware of the process of making a skillful decision. One major factor is the "Knowledge and Use of Adequate, Relevant Information".

II. B. 4. Expressing feelings.

Students focus not only on facts, but also on issues and feelings. They are encouraged to freely express viewpoints and/or feelings in order to evaluate them and begin to know why they expressed a particular feeling. They are encouraged to see the relationship of specific expressed views or feelings to their own value structures.

a. Techniques used to help students "open up" and view themselves.

1. Students read case histories, and they are encouraged to compare their particular personalities and problems to those of the individual in the case history. Also students are encouraged to interview each other around certain issues and report the results. The students see how others feel about certain things which are related to values, and also, when they report the results, they are able to compare their feelings.

2. The following is based on the psychological concept that individuals will project their own feelings into situations which are not highly structured. Open ended case histories or descriptions of situations where the student must end the situation and explain why. An example: "While at a Basketball game, a fan from the other school steps on your foot and does not say 'excuse me' or 'I am sorry', but just looks at you. Your team is losing and you feel that the referees are cheating for the other school. At this point you . . . " The student then explains what he or she would do. This same method is also used with films.

b. Developing understanding of why students may feel a certain way.

1. As the students study, descriptive psychological terms and concepts certain types of attitudes and behaviors become clearer to them. This awareness or knowledge is used to develop a better understanding of their own behavior.

5. Behavior modification.

a. Since there is an attempt to increase awareness of the student, there are conditions present which could encourage growth in the individual. Certain values are stressed as being good and if the individual does not process these values, then hopefully he or she will include them in their system and modify their behavior accordingly. However, students remain free to choose their own values and goals.

III. COURSE CONTENT

A. Use of psychological concepts and ideas at a high school level.

1. This course is based on the assumption that many high school students are motivated in this type of course to understand concepts which are pertinent to their own lives and problems (Hilgard). Therefore, the course was designed to increase the level of emotional maturity and to aid in value clarification for the student, while teaching particular or specific psychological concepts and skills.

2. Each section requires reading and writing assignments which emphasize reading skills including comprehension, reading speed, and vocabulary, and writing skills including organization, clarity, and grammar.

B. The Social Sciences as a discipline.

1. The relationship of the social sciences to each other and to the pure sciences. "Should the social sciences be called 'sciences'? How do they relate to the pure sciences and to each other?" The student is required to investigate these questions.

2. "How is information obtained in the social sciences? How do we know that the information obtained by the social scientist is based upon scientific fact? How do we know when a social scientist states something, if it is true most of the time?" The methods that are used to gather information are reviewed especially to demonstrate the scientific approach of psychology.

3. Instructional objectives for students.

a. Identify and define each of the major social sciences.

b. Compare and contrast the physical and social sciences.

c. Demonstrate familiarity with the methods by which the psychologist determines the authenticity of evidence.

d. Define and recognize, in their psychological context, the terms used in this course.

C. Personality theory and development of values.

This unit involves investigation of the psychological interpretation of personality which is defined as: "the sum of all traits which differentiate one individual from another, or the total behavior pattern of an individual," and also values which are defined as: "ideas, traits to which are attributed a relative worth, merit, or usefulness."

III. C. 1. Development of individual values.

"What values do adolescents have? How did they develop them, in particular, what influenced their development? Was it culture, parents, or institutions?"

2. Personality development.

The students look at various theories of personality and determine those influences on their own personality development. In particular, students relate to the aspects of their personality that reflect personal problems. The similarity between formation of values and personality is emphasized.

Freudian Theory, Adlerian Theory, and Maslow's Theory are reviewed to demonstrate the theoretical development of Personality Theories. Competition as a value is used to demonstrate differences between influences of various cultures.

3. Instructional objectives for students.

a. Recognize, clarify, and contrast individual values with those of peers.

b. List the influences on the development of their own personalities and values by citing evidence from the various theories.

c. List, explain, and analyze the contributions of Sigmund Freud to the field of psychology.

d. Evaluate one personal goal in terms of reality.

D. Perception and Values.

"What effect do our values have on what and how we see things? What role does Mass media, for example, advertisements, play in our value formation?"

1. Psychological concept of perception.

a. The students review the psychological information which has been gathered in reference to perception.

b. The influence of one's values on how they perceive things.

"Why do we develop stereotypes and prejudiced attitudes?" The student will investigate in particular our culture's view of homosexuality. Tolerance as a good value is stressed.

c. Instructional objectives for students.

1. Analyze the stereotypes shown on T.V. or in shows, magazines, and advertising

III. D. 1. c. 2. List the pros and cons relating to homosexuality as a mental illness.

E. Psychological development of conflicts and values.

We are concerned with particular conflicts that adolescents face and how they react.

1. Psychological development of conflict and frustration.

The students review the psychological literature pertaining to conflicting situations which lead to frustration and what are the reactions to frustration (i.e. apathy, aggression, or use of the "Defense Mechanisms"). Many students exhibit behavior patterns which can be identified as one of the defense mechanisms. By becoming aware of the concept of defense mechanisms and their help or hindrance in effecting a "good adjustment", students are helped in evaluating their own goal-directed behavior.

2. Neurotic reactions faced by adolescents.

"What happens when the individual is faced by continuing frustration? What are some of the most common Neurotic Reactions, especially those relating to an individual's physical health? (i.e. conversion reactions, psychomatic disorders)."

3. Psychotic reactions faced by adolescents.

"What is abnormal behavior as viewed by the layman and by the psychologist?"

4. Instructional objectives for students.

a. Define and role-play the various defense mechanisms so that they can be identified by the group.

b. Assess their own personality adjustment by recognizing their reactions to frustrations and evaluate whether their use of defense mechanisms hinders or helps them.

c. Explain societies' role in determining what is psychological concept of abnormal behavior.

d. Identify and explain the various forms or classifications of abnormal behavior, both Neurotic and Psychotic Reactions.

F. Values and psychological testing.

All of the students have been exposed to many of the various types of tests available and will probably be taking more of these tests for the rest of their lives. However, many have not become "test wise". They are not aware of the theory guiding testing and how

III. F. to take a test. They need to be exposed to the theory of psychological testing, especially intelligence testing, and to the controversy pertaining to the I.Q.

1. Terms and vocabulary associated with psychological testing.

2. Evaluation of psychological testing.

a. Controversy pertaining to I.Q. testing, especially since the controversy surrounds Black People.

3. Instructional objectives for students.

a. Give examples of test validity and reliability.

b. Develop and construct 10 test items that could be used in an intelligence test.

c. Choose a pro or con position on the importance of heredity vs. environment in the determination of intelligence.

IV. SKILL DEVELOPMENT.

A. Reading skills.

Students come with a variety of reading rates and very often are not required to do a great deal of reading due to a lack of reading resources at their respective school.

1. Rate.

The assumption is made that if a student reads more, then reading skills, especially reading rates, will improve. The reading assignments are large, and it is necessary for the students to complete and keep up with them. As the student reads more, his vocabulary increases since he is also required to learn the psychological terms.

2. Comprehension.

The seminar discussions and written assignments provide a constant check on the understanding of what has been read. The following skills are emphasized:

a. Reading for main ideas.

b. Ability to find, understand, and recall relevant information.

c. Drawing of inferences from data and identifying issues in a decision or controversy.

d. Awareness of the form, structure, and detail of sentence patterns, paragraphs, and entire selections.

IV. B. Writing skills.

Many of our students are not required to write on a regular basis, and college requires good writing skills. Therefore, the following writing skills are emphasized:

1. Compositional skills.

   a. Organization and clarity.

   b. Sentence structure.

   c. Paragraph formation.

2. Grammar.

   a. Use of complete sentences.

   b. Verb agreement.

   c. Punctuation.

   d. Appropriate word choice.

C. Critical thinking.

Schools have been criticized for not producing students who can think. It is felt that schools stress producing students who are able to repeat or be parrot-like. Therefore, the following skills are emphasized, and these skills are related to the decision making process.

1. Distinguishing between facts, inferences, and value judgments or emotional appeals.

2. Evaluating the credibility of a source.

3. Concept formation.

4. Applying previously learned concepts and generalizations to new data.

5. Considering possible consequences of alternative courses of action.

6. Organizing questions, evidence, and inferences into a coherent rationale or report.

D. Note-taking techniques.

E. Establishment of good study habits.

IV. E. 1. In order for students to be successful, good study habits must be developed. Time must be organized and carefully budgeted. A model has to be created and developed during the six weeks of the course.

2. The students should use all of resources available to them. This includes the use of dictionary.

V. TEACHING TECHNIQUES.

A. Materials used.

The materials were chosen because they stressed psychological concepts and values with which the students could easily identify.

1. Books used in the course.

Psychology tests: Sol Gordon, Psychology for You and T.L. Engle: and Louis Snellgrove, Psychology, its Principles and Applications; which are specifically for high school students and were chosen because it was felt that they presented the information in a relevant, concise, easily understood manner. Other texts which had a higher degree of difficulty: Ernest R. Hilgard, Introduction to Psychology; and George R. Wesley, Primer of Misbehavior: An Introduction to Abnormal Psychology, also presented the information in a manner which did not appear overly confusing to the student.

2. Films used in the course.

An attempt was made to select films which lead to discussions around value clarification, decision making, and psychological principles. The students had to indicate and justify if they would behave the same as the main character in a film. For example in the film, A Sense of Purpose, a young man who is completing his college education realizes that he has no goals. What is he to do? The students, through writing and class discussion, indicated what they would do. Individual opinions were discussed and evaluated by the other students. The establishment and follow through of goals was stressed.

3. Field trips.

The students visited the Psychology Labs at the University and became involved in experiments and observed some of the research with humans and animals taking place. The scientific approach to the research was emphasized.

V. B. An average reading assignment is explained.

The students received on the average of 1½ hours reading per night. Flexibility was stressed. Additional reading was available for those students who could handle more. Also help through the teach and teaching assistant was available for those who could not handle it. The idea was to provide support for the students.

C. An average writing assignment is also analyzed.

D. Classroom participation and interaction.

1. Encourage full student participation.

As a check on reading comprehension and the skills that are connected to reading, the students were encouraged to take part in the seminar discussions. The importance of the quantity and quality of student participation was stressed.

a. We called on those who did not volunteer and attempted to provide additional support by bringing out the quiet, shy student.

b. Built up confidence in individuals by discussion of a question with a particular student before the class, and then called on that student in class.

c. Teaching staff maintained an awareness of the emotional make-up of the students. Determined which students could be told that their response was incorrect and which students could not be told.

E. Effective use of teaching assistants in classroom.

Ability of teacher and teaching assistant to work as a team, examples daily, review of material, understanding of material, and agreement of objectives and philosophy. Ability of teaching assistant to become a leader and not merely a participant in the classroom. Supportive techniques used by the teaching assistant in reference to the students. Classroom dynamics of teaching assistant and students, i.e. sitting arrangements.

F. Out-of-class activities (Night groups).

Provide additional support for the student; establish conditions which provide more success for the student.

1. Examples of reading sessions and group reading for students who have difficulty keeping up.

2. Actual class or seminars and student reactions.

3. Tutoring sessions and one to one or small groups conducted by the teacher or teaching assistant.

V. G. Assessment techniques.

No grades, but rather critical analyses of the measuring devices. Look for improvement or movement from student's starting point.

1. Seminar discussion.

Evaluation of student's performance to Reading Comprehension and Critical Thinking.

2. Quiz or test.

Example of a quiz and demonstration of how it is used with students in order to improve skills. Review the students' demonstrated skills.

3. Writing assignments.

An example of a writing assignment is analyzed in reference to student skill development and value clarification.

VI. SPECIAL SMALL-GROUP TECHNIQUES FOR ENCOURAGING PARTICIPATION.

High schools very often tend to tell students exactly what to do and what is precisely right. This inhibits initiative and critical thinking. Therefore, there is a need to de-emphasize teacher centered activities and talk and encourage students to take part more in class.

A. Buzz groups.

Dividing of class into small groups (2-3 students) where questions and issues can be discussed or pondered over. Ideas can be exchanged between the various groups.

B. Brainstorming.

This method can be used also to facilitate free and open class discussion. All possible solutions to a problem are listed or all ideas can be presented. There is no criticism of anyone's ideas. This encourages everyone to participate as often as possible. Evaluation of the ideas is not attempted while using this technique.

C. Role playing.

This technique provides the opportunity for the student to assume roles different from their own. Through role playing, the students can gain an understanding of what it feels like to be in roles other than their own and to observe how their behavior affects those around them. They should, in particular, recognize that many of the motives they attribute to others are really reflections of their own needs and values, (e.g. Role Play sitting next to a homosexual on the bus).

VII. PSYCHOLOGICAL COMPONENTS OF RELATING TO STUDENTS IN AND OUT OF CLASS.

A. Being aware of the psychological style of the student and his or her defenses.

Adolescents are human beings and as such must deal with day to day problems of living just like everyone else. They have the same basic needs, desires, and gratifications as adults. This includes the need to achieve and meet success.

B. Techniques for providing supportive environment.

The appropriate setting for adolescent development must be provided, and this should be a supportive environment. Perhaps the most important factor is the teacher's attitude, and not necessarily the techniques used. The teacher must first have a desire to relate to students with sincerity and fairness. The teacher needs to work towards the removal of anxiety and help students develop and maintain a favorable self image. In particular, it is necessary that the teacher understand this stage of development; that the adolescent will test limits of authority; and that the adolescent should be shown empathy even when constructive criticism is mandatory. The teacher should evaluate a situation before "putting down" students; determine a student's ego strength; and not attack personality traits or label students. Each student must be viewed as an individual. Whenever possible, the student should be given the opportunity to seek solutions to the problems. By establishing such a model, many of the traits and values which are felt to be good for student social adjustment can be transmitted without a formal "lesson plan".

Photography and Literature

PHOTOGRAPHY-LITERATURE SEMINAR: INTRODUCTION

The design for the seminar, as represented in this outline, was not determined by any pre-existing model, nor were any specific or restrictive guidelines imposed upon me by anyone. The two major components, photography and literature, derive from the two most significant areas of my personal involvement. I am currently a professional photographer, and I have in the past studied English literature, written, and worked in the field of book publishing. The educational concepts which underlie the structure, along with the philosophical commitments which determine the specific techniques and materials used, represent concepts and ideals which most influenced me during the process of my own education. While I have saved intact some of these valued thoughts of those who taught me, I have also modified some of them, and, in a few cases, chosen to reject some I have decided were flawed or had a negative influence on my own development, and substituted what I think are corrective alternatives.

Some of the thoughts of those who taught me which I most value can be summarized:

> Establishing values is necessary for positive human development and the process should be a primary concern of education.
>
> Analysis, based on the ability to change one's frame of reference to encompass differing perspectives or points of view, is a necessary step in a valid thought process. Such analytical thought is a prerequisite to making the kinds of responsible decisions necessary in a democratic society.
>
> Education must be a community effort, where students, teachers, and parents share the same goals and participate as equals in the process.
>
> Learning can be a natural and continuing life process.
>
> Everything we do has meaning.
>
> We are all responsible for each other.

While I have found reinforcement for some of these concepts while doing recent research in educational philosophy and adolescent psychology, the seminar, as it evolved over my five summers in P.C.S.P., is based only on the personal sources I have mentioned. The references to other sources in the outline are meant only to be supportive or corroborative.

Clem Fiori
November, 1976

PHOTOGRAPHY-LITERATURE SEMINAR

I. WHO ARE P.C.S.P. STUDENTS AND WHAT HAVE THEY NEEDED MOST?

Where students come from and what specific things are lacking in school and family environments; both skills oriented and emotional needs which would require alternative, additional, or remedial attention.

A. Some specific skill needs of students.

1. Basic reading and language skills, while usually adequate to satisfy high school requirements in city schools, fall far below standards necessary for college performance, regardless of what major field of study will be chosen.

2. Low performance levels due to inadequate work loads required by high schools, (i.e. little homework assigned, few books used in courses, no writing required on any regular basis, etc.).

3. Poor study habits and short concentration span caused by inadequately supervised study time in school and often chaotic or distractive home environment.

4. Health factors affecting performance. Some students suffer from poor vision which remains uncorrected, or nutritional or other health problems which are impediments to academic development.

B. Some specific emotional or psychological needs of students.

1. The basic need for a supportive environment where desirable personality growth and scholarship are encouraged and even required. The primary elements of this supportive environment must be understanding, trust, and respect. Without these elements, both academic education and personal development lack dignity and relevance. (Supportive references here to Carl R. Rogers. While his theories concerning the practice of "Student Centered Teaching" do not at all represent the methods used in this course, his prerequisite regarding the need for an atmosphere of trust and understanding in the learning environment is supportive of a basic assumption behind the design of this course.) Contrast this need with the hostile environments of city schools, neighborhoods, and even some student's homes where trust and confidence are undermined and developing personalities are under attack. The belief that adolescents need to learn in the security of an environment where common goals are shared, allowing trust between individuals and the personal vulnerability necessary for growth and development.

I. B. 2. A basic adolescent need for contact with teachers and other adults whose interests are diverse and intense enough to appeal to a wide variety of student personalities, and whose behavior represents desirable models. (Supportive reference made here to various sources representing Social Learning Theory. Research by theorists supports the idea that there is a great potential role that teachers can play as models in the learning environment.)

3. A basic adolescent need for information and exposure to alternative points of view, values, and attitudes. This kind of information is especially important to adolescents in the critical process of achieving a personal identity. (Supportive references will be made here to Erik H. Erikson. Discussion where appropriate of his concept of Ego Identity vs. Role Confusion; and also reference to James Marcia's expansion of this concept and its implications. While these theories were not applied in designing this course, it is seen now that they clearly emphasize many of the assumptions which were the basis of its original design.)

a. Adolescents need to know about alternative value systems, morals, and ideals. How people of various social, economic, cultural, racial, backgrounds think and act. The true nature of contemporary ideas and attitudes. How these ideas and attitudes relate to the past. What things can be learned from studying the moral development of a fictional character in a novel; or a real person in a biography, etc.

b. The need for information regarding alternative career and educational options. Free students from restrictions of traditional role models, such as rigid sex related roles:

"Only men are engineers, doctors, lawyers, scientists, professors. Only women are librarians, nurses, domestics, teachers."

c. The need to be taken seriously and respected as a legitimate member of a group. Not to be stigmatized because one might be somewhat "different" and become an outcast. All groups will have students who are especially shy or quiet, physically unique or handicapped, of ethnic or racial minority, either emotionally advanced or retarded, etc.

d. The need for information, where necessary to lessen anxieties involving sexual identity and development. Relax and ease tensions in this area. Dispell misinformation. Tensions can affect other areas of emotional development and also the academic learning process.

I. B. 4. The need for establishing self-confidence and a pattern of successful achievement. Confidence in ability to learn and improve skills can realistically be brought about only through establishing a pattern of successful achievement. (Supportive references to the theories of William Glasser.)

C. Improving academic skills and stimulating emotional growth should be done simultaneously within the context of a single course.

1. Both areas actually contribute to each other. Students are more interested in reading material and writing on subjects which are already important to them in resolving their emotional needs.

2. If the school experience can become a more complete experience, where emotional growth can accompany the acquisition of knowledge and the development of skills, then the learning process becomes a total living process. When learning can mirror, rather than anticipate life, then it becomes a continuing process. The limits of learning become the limits of a lifetime, rather than the limits of a semester or a term.

II. THE PHOTO-LITERATURE SEMINAR IS CONSTRUCTED TO MEET MANY OF THESE SPECIFIC NEEDS. THE DUAL ROLE OF THE THREE MAJOR COMPONENTS (LITERATURE-WRITING PROJECTS-PHOTOGRAPHY PROJECTS) IN MEETING BOTH SKILLS AND EMOTIONAL GROWTH NEEDS.

A. The use of literature: whole books, novels, poetry, and plays. This attacks a major area of skills development and the choice of particular material also addresses emotional needs of developing adolescents.

1. Language and study skills are improved through reading literature.

a. All selections are the work of major writers acknowledged for excellence, and the books offer an intellectual challenge equal to that of a college level course. (See reading list at end of outline). Most of the books are read entirely, and students are responsible for a comprehensive understanding of all important details. This develops longer concentration span, increases vocabulary, and accelerates reading speed. The necessity to carefully budget study time, and to maintain or seek out the environment or conditions necessary for such concentrated work, are related skills developed by such a reading program.

b. All major reading assignments are accompanied by a writing assignment which requires students to focus and organize their thoughts (outline), avoid vague generalizations, and to make language an instrument of direct communication and a true distillation of understanding.

Example: "This will be a three page paper on CATCHER IN THE RYE. In an opening paragraph describe Holden's general problem as you see it. Then, choose one specific way this problem manifests itself in his behavior and trace and analyze its development throughout the course of the book.

This is a very specific assignment and you should be sure you understand the instructions before beginning. Then you should make notes for your opening paragraph and write a rough draft of the opening. Then you should make an outline for the rest of the paper before starting to write it.

We will discuss the assignment in class."

Example: "Okonkwo suffers a tragic fate in THINGS FALL APART. While his final destruction is a direct result of the incoming missionaries and British rule, he is, long before this time, suffering personal setbacks within his own clan. Some of these setbacks

II. A. 1. b. seem accidental, and others are inevitably caused by Okonkwo's own psychological hang-ups. Discuss all of the factors in Okonkwo's tragedy and emphasize which you think are the most significant causes."

Example: "Richard's early troubles are centered around the fact that others seek to control and regulate his life. They continually entrap him in an existence of boredom and hunger, and persistently restrain his actions and ignore his questions. Consequently, Richard resorts to desperate actions which are described in the first two chapters of the book. He burns down the house, kills a kitten, becomes a drunkard at the age of six, writes obscenities on windows, runs away from an orphanage, dreadfully insults Granny, and asks many questions which perplex and annoy the adults around him. (Book used: BLACK BOY)

Write a well constructed and detailed paper of at least two pages discussing Richard's predicament and some of the difficult situations it leads him to. Refer to specific examples from the book, and be sure to explain the reasons for each of his actions you describe."

2. The use of literature to address the emotional needs of students.

a. The selection of novels which show basic human conflicts and provide insights and the tools necessary to seek the resolution of such conflicts, in areas which are similar to concerns of students.

Ambivalence and sexual insecurity experienced by Holden Caulfield in "Catcher in the Rye."

The successful rejection of unacceptable morality and oppressive value system expressed in "Black Boy.".

The inability to change and cultural entrapment can cause unavoidable tragedy as shown in "Things Fall Apart" and"The White Dawn".

Insights into the nature of racism as seen subjectively through Richard Wright in "Black Boy" and clarified more objectively through the archetypical adolescent protagonist in the first half of Ralph Ellison's "Invisible Man".

Inquiry into sex related roles, sexuality, and the nature of love relationships as shown in "Sula" by Toni Morrison.

II. A. 2. b. Novels can be used to strengthen students' confidence to perform when faced with stiff academic requirements. The novels are stylistically compatible with both the standards of great literature and the linguistic abilities of our students. (Describe common features of prose style the books have in detail). All the reading is possible. Barriers to understanding are minimal.

B. The photographic component serves both academic and emotional growth. While the photo assignments and exhibits are more emotional in appeal, they do have certain skill benefits.

1. Specific skills improvement related to picture taking assignments.

a. The problem solving process brought about by having to do something completely new. Also, the challenge of finding a solution for a problem which has no singular answer.

Example: "Explore the campus. Look at a map and cover as much territory as you can. Photograph the places, buildings, objects, or persons which interest you the most and which best represent your impressions of the environment. Spend some time making your pictures and try shots at different angles. Also notice the things which may seem out of place, or people who may seem out of place, or people who may seem not to fit in with your idea of the surroundings. We will select, discuss, and write about these pictures later in the week."

b. The planning process necessary to complete the assignment on time and work out the logistics involved in sharing a camera with a partner, who is usually a new acquaintance.

Example: "Make as many good pictures of what is going on at the program over this weekend as is practical. Be sure to get good pictures of family and friends who visit. Partners should be sure to share cameras back and forth, and both may shoot pictures on the same roll of film. Even if you may not be expecting any company, you should still take pictures of the guests who are here."

c. Writing skills improve through the expository creative writing which accompanies each picture taking project. Explain why students tend to be most prolific on this kind of writing assignment. The catharsis achieved in the story telling process. Purging of anxiety.

Example: Referring to the picture you have chosen for the first photography assignment, write as much as you can about what the picture means to you. Also write

II. B. 1. c. about how you felt when you made the picture and why you chose it for the assignment. Describe what the picture reveals about your surroundings here, the program, and how you feel about what you are doing. Conclude by writing a caption or short poem which could accompany the picture."

Example: "Write a paper or a poem telling as much as you can imagine about the people in your pictures from Nassau Street. Who are they, what are they doing, what are their lives like, what might their thoughts be, and how do you think you would respond to them if you actually knew them?

As you re-read and correct your paper, refer again to the pictures. Does the mood of the picture seem to support or contradict what you have written?"

d. Development of memory and concentration necessary in handling the camera correctly and not ruining the film. Special sessions, where note taking is required showing proper use of the camera and specific picture taking techniques.

2. Emotional development related to the photography projects.

a. The importance of <u>all</u> students producing successful pictures. Mechanism for dispelling general tension caused by fear of failure and establishing an area of true confidence in every student. How energy generated here spills over into other areas of activity. Students who may be very poor in academic areas especially need this photographic component to start them working in other areas. (How failure cannot be overcome unless a pattern of success is first established.)

b. The pictures are a valuable outlet for students to express how they feel toward staff and other students. Who they photograph, how they portray them, are all channels of reaction and response in the community. (How students often photograph the adult models they most admire.)

c. The sense of legitimacy and self-respect derived from favorable responses of parents and peers to exhibits of student work. Both pictures and related writings are hung in mounted exhibits on three separate occasions during the six weeks of the program. (Description of layout and samples of work to be included in final manuscript.)

C. The use of Journals is an additional tool for both skills building, and a means for easing anxiety.

1. The skills building aspect and how the daily routine of writing strengthens confidence and breaks down the threshold resistance to start putting down thoughts.

II. C. 2. The mechanism of being able to purge anxiety, vent feelings of love or hate or fear, which could not come out in any other medium. Also, to become popular or recognized through the entertainment value of a witty or exciting journal.

Example: "Keep a journal in which you are sure to make an entry for every day of the program. This will be an entirely private project and nobody else will see it. In this book you can write what you feel are the most important events of that day. It can be something you read, heard about from someone else, or something you actually saw and experienced. If nothing important comes to mind, then write about the least important thing you can think of: what you had for lunch, the first thing you said after you got up in the morning. If you spoke on the phone to family or friends, try to remember what was said and how you felt at the time. Or try to remember a sequence of events for the entire day and write a sentence or phrase for each event, like a calendar for the day. Or write the funniest, stupidest, or best thing you said, heard, or saw. Be entirely free about what you write in this book, but be sure to write something each day."

III. CLASSROOM DYNAMICS.

What takes place when students, teachers, and teaching assistants interact.

A. Class objectives and methods.

1. The emphasis on class participation and student response. What it can mean when a student does not participate and how this can be overcome.

a. The importance of valuing each individual's thoughts and the process of sharing ideas. All opinions or points of view have legitimacy, as long as they can be supported by reference to specific details.

b. Reinforcement of the concept of student responsibility in the learning process. Relevant ideas and key concepts can and should often come from students.

c. In a class where student participation and response is given true legitimacy, hostile or negative responses are also seen as a form of student communication. This kind of communication is just as important to the classroom process and needs to be interpreted by teachers and staff.

2. Some methods of encouraging student participation.

a. The use of teaching assistants as prods or bait. Sometimes students will respond more freely to questions from a teaching assistant than from the teacher. The teaching assistant can be less threatening; more down

III. A. 2. a. to earth. Or the teaching assistant can be put in the role of student and asked questions by the teacher. Successful, unsuccessful, or controversial responses by the teaching assistant can also stimulate class involvement.

b. Reading the writing assignments aloud in class. Every written assignment is read aloud and discussed by the class. Students are reminded of their responsibility to respond critically and thoughtfully in order to maintain the validity of the community learning process.

c. Reading journals aloud as a technique for involving more students. Because journals are free expressions of opinions and deal with subjects of high interest to students--mainly their experiences in the program--they stimulate class interaction.

3. Teacher and teaching assistant involvement in some assignments and also in writing journals.

a. Endorsement of the idea that free expression of thoughts and feelings as a legitimate and desirable activity. How the process can encourage desirable introspective abilities and even result in artistic expression.

b. Teachers and students become more equal partners in the learning process, since both must submit to the personal vulnerability inherent in such an open sharing of thoughts and feelings.

4. Roles of teacher and teaching assistants in maintaining structure and direction while remaining outside the traditional role of lawgiver or omnipotent power.

a. Legitimacy of authority based on the fact that teachers are experts, not just that they derive authority because they have been appointed to be "in charge".

b. The importance of teacher preparation for each class. Teacher confusion threatens legitimacy.

c. The importance of consistency and fairness in all classroom procedures. The reasons for all class standards must be understood and accepted by the whole group before teacher or teaching assistant can exercise any supervision.

d. The importance of never lying to students. How this is a potential threat to credibility, and also violates a value for which the teacher should be an exemplary model.

5. The importance of inviting differing opinions, challenging students to disagree, and emphasizing the need for proof and

III. A. 5. responsible argument. Challenges such as these are important ways of encouraging analytical thought processes, mainly in that it widens the field of choices in problem solving situations. Students develop the ability to shift focus or change point of reference.

6. The constructive use of peer group pressure to maintain responsibility of dissenting views (or any views). The whole class, rather than just the teacher, determining validity.

7. Why it is necessary for all students to complete all assignments, and no one is excused from reading their work aloud to the class. Legitimacy for this is established by the fact that all students make a voluntary commitment to participate in the program, and know in advance the degree of effort required. This makes students accountable to themselves, rather than some outside authority.

8. Critical response, both negative and positive, as a necessary task of the teacher. Why it is necessary <u>always</u> to say something. Constant involvement and concern by the teacher about what happens in class.

a. Fulfills a primary need for a supportive environment presented earlier in the outline.

b. Reinforces the role of teacher as model who himself values the educational process and dialogue as much as students are being asked to value it.

c. Reinforces the desired value of responsibility and commitment in interpersonal relationships.

9. The importance of promptness and preparedness, but the de-emphasis of dress, posture, standard seating arrangements, and other formal rules of "classroom behavior". This emphasizes the notion of consistency in maintaining commitment to academic standards of the program, and does not obscure student objectives with superfluous details.

B. Methods of establishing an atmosphere of trust within the classroom.

1. Factors which can undermine trust or cause anxiety in students.

a. Sexual insecurity. This can be caused by isolation of individual students who are in minority sexually, by individual fears about one's own sexuality, fear of being found out as being sexually unsophisticated or ignorant.

b. The presence of long time social enemies. There is often no way of knowing this until students are actually in class

III. B. 1. b. and begin to show negative interaction. The classroom environment, especially in a course such as this, requires them to interact where they previously just avoided contact with each other.

c. Clique clashes. May come about from long standing social divisions, or may form as a result of new social organization of the program group. Obviously, opportunities for staff intervention and influence are greater in the latter case.

d. The normal anxiety of relating to new people. A few students are not able to remember the names of teachers, let alone fellow students and teaching assistants, until well into first week or two of classes.

e. Pressures caused by the high expectations on student performance. All students have been told they will work harder than they ever have before, and that the academic standards will resemble those of college.

2. Techniques to help students feel safe and allow themselves to freely participate in classroom process.

a. How the teacher and assistants can make themselves vulnerable, admitting their own insecurities and fears. Saying some of the things that students may be fearful of saying themselves. Help students understand that similar anxieties and fears exist in all people, and that they can actually be transformed into assets when realistically confronted and used as a source of motivation for learning and growth.

b. How agressive or especially insecure students who attack other students in class can be handled, using peer or staff pressure to shift and neutralize the focus of aggression.

c. Why teacher and staff must always be able to show empathy and visibly show that they care about what happens in class. (See also section III, A, 8.)

d. Never using the threat of irrational force or arbitrary discipline. Communicating to students that power alone is never endorsed as a solution to classroom problems. The legitimacy of authority derives from consensus, and the teacher's influence is valid only if it is established through an appeal to students' critical judgment, and commitment to a common purpose.

e. Encouraging incoming students that they really are capable of everything they will be asked to do. Communicate full confidence based on professional judgment that the student will perform well. Convince students that they wouldn't be in the program if there was any reason they wouldn't do well.

III. C. Other aspects of staff credibility and influence on students.

1. Teacher and teaching assistant image regarding values and lifestyle. Can students be expected to endorse or reject a teacher's lifestyle and values based on the teacher's behavior. How this relates to the teacher's ability to present course material.

2. Physical aspects of teacher and teaching assistant image. Does the teacher's appearance reinforce or contradict the intellectual, spiritual, moral, or social values he or she is trying to communicate.

3. Describe when teachers and teaching assistants must be performers and when it is necessary for them to be completely honest and direct. How, in the long run, all true personal identities, including major areas of strength and weakness, emerge for all to see.

IV. INDIVIDUALIZED HELP AND EVALUATION OF STUDENT WRITING. CORRECTING COMMON MECHANICAL WRITING FLAWS.

A. Teaching assistants as one-on-one tutors during study time to be sure students are clear on specifics of writing assignment, outline thoughts clearly, and are able to get started quickly.

B. Availability of seminar teacher during key study times to help students who are having special problems getting started on assignments or to reassure anxious students who may need immediate response after completing an assignment.

C. Teaching assistants as evaluators of student papers. Reporting and possible grading procedures.

D. Student self-evaluation of papers outside the class. Procedures for having students correct their own writing errors. (The assumption that our students already have enough formal grammar and do recognize acceptable usage enough to correct most common writing errors themselves).

V. TEACHER AND TEACHING ASSISTANT INTERACTION: ESTABLISHING WORKING RELATIONSHIPS AND ROLES.

A. Maintaining the credibility of the teaching assistant to students. The teacher treats the teaching assistant as a competent and knowledgeable professional. This is necessary for the teaching assistant to fulfill staff related roles, especially where supervision and direct involvement in the teaching process are required.

B. Briefing and tutoring teaching assistants when necessary around complex concepts before classes so they will be able to follow and assist in the classroom process.

C. Consulting with teaching assistants around problems of individual students. The exchange of information and ideas between teacher and teaching assistant which is valuable in determining corrective

V. C. or alternative strategies.

D. Communicating teacher's confidence to teaching assistant of his or her ability to help and assume a meaningful role in the course. This is especially important in early meetings.

E. Resolving conflicts between teacher and teaching assistant. The priority of student interests over personal needs of professional staff. The necessity for the teacher to set the tone of conciliation and compromise where teacher and teaching assistant conflicts can negatively affect students. Also, the possible need to neutralize or destroy the credibility of a hostile teaching assistant when the interests of students are jeopardized.

VI. IMPORTANCE OF TEACHER VISIBILITY AND ROLES OUTSIDE THE CLASSROOM.

A. Presence of teacher at meals, volleyball, weekend activities and availability at afternoon and evening study times. This enhances the status of the program to students. When a non-resident staff person spends this much time, when he could be doing other things away from the program, students can assume that such a staff person truly values the program and respects students' commitment to it. It must therefore be a truly important program.

B. Teacher presence during weekends when family and friends visit. The teacher can reinforce the legitimacy of student commitment to academic and behavioral goals through conversation with friends and relatives. Teacher can convince skeptical parents that students are indeed making progress and deserve support.

C. Conducting informal printing sessions in photo lab for interested students. Often students who are trying to work out specific problems in relating to the teacher as an authority figure, or who need extended contact with adult models, come to such sessions. The role of the teacher in these instances varies with the specific needs of the students who seek such involvement.

VII. ADJUSTMENTS AND CHANGES WHICH HAVE BEEN MADE IN THE STRUCTURE OF THE SEMINAR OVER THE RECENT YEARS. WHAT FACTORS HAVE CAUSED THESE CHANGES. A GENERAL SURVEY.

Photo-Literature Seminar--Reading List 1975

BLACK BOY	Richard Wright
CATCHER IN THE RYE	J.D. Salinger
THINGS FALL APART	Chinua Achebe
GIRLS AT WAR	Chinua Achebe
THE BLACK POETS	ed. Dudley Randall
INVISIBLE MAN	Ralph Ellison
AMERICAN NEGRO SHORT STORIES	ed. John Henrik Clarke
SULA	Toni Morrison
BLACK IN WHITE AMERICA	Leonard Freed
ELEMENTS OF STYLE	Strund and White
FIVE PLAYS BY ED BULLINS	Ed Bullins

Supplementary Reading and Reference

ISHI: THE LAST OF HIS TRIBE	Theodora Kroeber
THE OPTIMIST'S DAUGHTER	Eledora Welty
THE WHITE DAWN	James Houston
BLACK PHOTOGRAPHERS' ANNUAL	--
RESURRECTION CITY	Jill Freedman
THE CONCERNED PHOTOGRAPHER	--
IS ANYONE TAKING ANY NOTICE	Donald McCullin
DIANE ARBUS	(Apeture Monograph)
EAST 100TH STREET	Bruce Davidson
W. EUGENE SMITH	(Apeture Monograph)
THE MIDDLE AMERICANS	Coles and Erikson
GOD'S COUNTRY AND MY PEOPLE	Wright Morris
THE LAST OF THE NUBA	Leni Riefenstahl
MINAMATA	W. Eugene Smith
SWEET FLYPAPER OF LIFE	Hughes and DeCavalla

Section Three

THE ACADEMIC YEAR COMPONENT

EXPLANATORY NOTES
The Academic Year Component

During the academic year, program services were offered to students and parents at follow-up centers located in Newark and Trenton. The centers were manned by a paid, part-time staff, many of whom had also worked in the summer residential component.

The overall goals of the component for students were to: (1) sustain motivation and encourage achievement in school, (2) strengthen basic academic skills, particularly reading and writing, (3) assist in coping with environmental or personal problems that might jeopardize the student's well being and negatively affect his performance, (4) sharpen the ability to think critically, and (5) assist the student in gaining admission to an appropriate college.

The Trenton center was housed in four classrooms at Trenton Central High School. Meetings were held on Wednesday evenings from 7:00 to 10:00. The Newark center was located in the United Way Building, downtown Newark. The lack of suitable public school facilities required that we rent classroom space in Newark. The major follow-up meeting was held on Tuesday of each week and an additional meeting was scheduled on Thursdays. The center was open from 7:00 to 10:00 on both evenings.

The disparity between the high standards and performance expectations of P.C.S.P. and the relatively low standards and performance expectations of the inner city high schools was a major problem. It was generally difficult and often impossible to insure that our students would demonstrate a level of functioning in their home communities similar to their performance during the residential component. P.C.S.P. staff had difficulty coping with the negative effects of the "urban ambiance".

Program staff remained consistent in regard to goals and objectives, methods, and techniques during the academic year, and did not compromise high standards implicit in program philosophy and assumptions underlying theoretical base and methods used.

Staff worked extensively with parents, and considerable importance was given to understanding the dynamics of the family as a unit and the effects of such family interaction on the student's intellectual and psychological functioning.

Extensive guidance and counseling services for parents and students were an integral part of the follow-up program. Academic skills development was a major focus with students. All activities were a reflection of the fact that services offered by the participating high schools were either inadequate or of poor quality.

Approximately one hundred students were on the program roster during the academic year. Students fell into two groups: (1) high school juniors who had participated in the summer residential program, and (2) high school seniors who had participated in the Second Summer Component and were in the process of applying for admission to college. (See Section Four for description of Second Summer Component).

Section Three, Part A

Administration and Management

Phillip Easton (87)
Clem Fiori
John Grant
Nate Sumbry
Earl P. Thomas

ACADEMIC YEAR COMPONENT
(September to June)

I. COMPONENT OBJECTIVES.

A. To sustain students' motivation and encourage them to achieve in school.

B. To strengthen students' basic academic skills, particularly in reading and writing.

C. To assist students in coping with personal-environmental problems that might jeopardize their well-being and inhibit their academic performance.

D. To sharpen students' abilities to think critically.

E. To assist students (seniors only) in gaining admission to appropriate post secondary colleges and universities.

II. THE FOLLOW-UP CENTER: AN OFF CAMPUS ADJUNCT.

A. Rationale for developing a community based center.

1. Need to maintain continuity and reinforce a pattern of strong academic achievement. Need to reinforce P.C.S.P.'s high level of expectations in contrast with low performance expectations at students' high schools.

2. Need for close supervision of students by project staff and need for students to have easy access to staff.

3. Advantages of being physically close to the source of potential problems (family, school, community) in order to intervene with greater effectiveness.

4. The need for a site to conduct academic and non-academic program activities with students and parents.

III. SERVICES OFFERED AT FOLLOW-UP CENTERS.

A. Skills development; priority given to language skills.

B. Limited tutorial services.

C. Academic and personal counseling.

D. Career counseling.

E. College admissions counseling, referral, and placement.

F. Parent education and counseling.

III. G. Cultural enrichment activities.

IV. ACADEMIC YEAR STAFFING AT FOLLOW-UP CENTERS.

A. Use of core staff that have worked in the summer residential component.

B. Recruitment of new staff. Staff turnover. Difficulties of locating high quality professionals.

C. Staff qualifications.

1. Good ability in their chosen field, good academic skills.

2. Above average personal commitment to professional excellence.

3. Above average understanding of the psychological needs, problems, and coping styles of disadvantaged adolescents.

4. Genuine interest and concern for students that transcends racial and ethnic lines, as well as differences in life style.

5. Strong personal commitment to program (P.C.S.P.) philosophy, goals, methodology and techniques.

V. STAFF SUPERVISION, PLANNING, AND EVALUATING ACTIVITIES AT THE FOLLOW-UP CENTERS.

A. Staff supervision.

1. Two staff categories are: (1) skill teachers, and (2) counselors.

2. Students are grouped and assigned to skills teachers and counselors.

3. Follow-up center coordinator approves staff activities and evaluates staff performance.

a. Rationale for all activities must be clear and relevant, consistent with project philosophy.

b. Staff must be able to explain outcomes; reasons for progress or lack of progress of students.

c. Attitude towards students and level of interest in the job, quantity and quality of contacts with students, appropriateness and quality of techniques used, quality of techniques used, quality of written reports, the depth and degree of precision of the staff member's understanding of student functioning were among the criteria used to evaluate staff performance.

d. Staff who performed poorly were put on "probation" and given a specific period of time to correct the deficiency(s).

V. A. 3. e. Staff who were on "probation" and whose performance did not improve were terminated.

B. Activities, planning, and evaluation.

1. Use of frequent staff meetings and conferences.

2. Ongoing academic program is reviewed monthly: changes made if indicated objectives not being accomplished.

3. Special projects initiated as necessary, planned one month in advance at minimum, evaluated or reviewed at completion in terms of whether or not objectives accomplished.

C. Reviewing student performance using the case study method.

1. Assessment of needs, a joint skills and counseling staff effort.

2. Formulating and implementing the treatment plan.

3. Periodic case review as needed, making changes when indicated.

VI. SCHEDULE OF ACTIVITIES AT FOLLOW-UP CENTERS.

A. Meeting with students during evening hours, rather than after school.

1. Better quality staff available after six P.M.

2. Students very busy immediately after school, athletics, jobs, duties at home.

3. Importance of temporal separation between school activities and P.C.S.P. activities.

4. Importance of focusing students on evening hours as a time when academic activities, rather than "social" activities, should have priority.

B. Weekly activities at the Newark Center.

1. Tuesday evenings: skills development, academic and personal counseling.

2. Thursday evenings: cultural activities, special projects, individualized activities with specified students.

C. Weekly activities at the Trenton Center.

1. Wednesday evenings: skills development, academic and personal counseling.

2. Special activities for Trenton students on the Princeton campus.

VII. WORKING WITH PARENTS: A BRIEF OVERVIEW.

A. Meeting with parents group at the centers (formalized agendas).

VII. B. Meeting with individual parents at the centers.

C. Telephone contacts and home visits.

D. Making referrals to other community agencies.

VIII. RECORD KEEPING AND REPORTS DURING THE ACADEMIC YEAR.

A. Objectives.

1. To provide a written record of diagnostic assessments of individual student's cognitive and affective needs.

2. To provide a written chronological record of staff activities and student progress in relation to the individual student's assessed cognitive and affective needs, and capacity for growth and change.

3. To provide an information base for staff when student needs and progress, and staff activities are reviewed and administrative decisions must be made.

4. To provide an information base for staff to utilize in conferences with students, parents, or other agencies.

5. To provide a chronological record of student problems and progress for the project director to utilize when writing individual college recommendations.

6. To provide a written chronological record of staff activities and student problems and progress, for use in the orientation and training of new staff.

B. The format for academic year reporting.

1. Academic skills teachers and counselors were required to submit reports on each student in their groups three times a year. First report spelled out student needs and staff objectives; second report documented progress and indicated any change in objectives; third report summarized student progress and identified areas that continued to be problematic.

2. All reports were submitted in narrative form, and were to be as specific and precise as possible.

3. Project director reviewed all reports; poorly written and unclear reports were returned to staff for rewriting.

C. Other records utilized.

1. Writing skills checklist used to evaluate students' written work.

VIII. C. 2. Work report used by skills teachers to evaluate student's performance in relation to a program activity.

D. The quality and content of written reports was also used by project director and Newark coordinator as criteria in evaluating ability and performance of staff.

Section Three, Part B

Staff Orientation and Academic Year Planning

STAFF ORIENTATION AND ACADEMIC YEAR PREPLANNING
PRIOR TO OPENING THE CENTERS

I. ORIENTING NEW STAFF.

A. Conferences with project administrators; discussion of past experiences of staff member to determine coping style.

B. Reading and study of proposals, other project reports, student files, counselor and skills teacher reports from past years.

C. Conferences with project administrators to insure staff members fully grasp nature and level of performance expected of them, duties and responsibilities of their role.

II. GROUP MEETINGS WITH ACADEMIC YEAR STAFF DURING THE MONTH OF SEPTEMBER.

A. Group established target date for commencing formal meetings with students at center.

B. Group formalized specific activities for October to January period in terms of overall goals and objectives.

C. Reviewed available materials, supplies, reference materials, books given to students; solicited recommendations of books and supplies to be purchased.

D. Assessed needs and formulated skills development and counseling objectives for new students who entered P.C.S.P. during summer and participated in residential component.

1. P.C.S.P. teacher reports, teaching assistant reports, observations of administrative staff were used to form a skills profile (strengths and weaknesses) on each student.

2. P.C.S.P. teacher reports, teaching assistant reports, observations of administrative staff were used to formulate a counseling needs profile on each student.

3. Results of testing program (reading and math skills) from summer were used as a diagnostic tool.

E. Assessed needs and formulated skills development and counseling objectives for returning students who entered P.C.S.P. the previous year and participated in the second summer component.

1. Previous year's academic year reports, performance reports from second summer placement, reports from P.C.S.P. supervisory staff were used to form a skills profile, which emphasized presence or absence of improved functioning, on each student.

2. Previous year's academic year reports, conduct reports from second summer placement, reports from P.C.S.P. supervisory staff were used to formulate a counseling profile, which emphasize the presence or absence of improved functioning, on each student.

II. F. Reviewed previous year's high school records of all students; used observations of school based liaison staff.

III. ASSIGNMENT OF INDIVIDUAL STUDENTS TO SKILLS DEVELOPMENT AND COUNSELING GROUPS.

A. Formed balanced language skills groups; each group designed to have a mix of students with minimal skills problems, moderate skills problems, and severe skills problems.

1. Amount of time staff would have access to students was limited; skills teacher would have insufficient time to serve all students if composition of group consisted of an inordinate number of students with severe skills deficits.

2. Made use of "modeling" concept: strong students by deed and example can be effective in helping elicit positive, achievement oriented behavior from students who need more developmental assistance.

3. Balanced heterogeneous grouping communicates to students that staff have confidence in their ability to improve and grow. Weaker students are motivated to perform better when they are able to successfully compete with stronger students on certain exercises. Peer support.

B. Formed balanced counseling groups; each group designed to have a mix of students with minimal counseling problems, moderate counseling problems, and severe counseling problems.

1. Amount of time staff would have access to students was limited; counselor would have insufficient time to serve all students if composition of counseling group was such that an inordinate number of students required extensive counseling services (numberous one to one sessions, home visits, other contacts).

2. Heterogeneous grouping allows all students to see a range of adolescent problems and successful adaptations when group discussion format is used. Strong peer support emerges early among the group members and psychological growth is enhanced.

3. Counselors should work with range of student problems, styles, and adaptive capacities. This facilitates refining and tightening of a uniform counseling approach at the theoretical and practical levels (as part of ongoing staff development) that is consistent with P.C.S.P. philosophy and goals.

C. Factors that were taken into consideration when assigning students to specific staff members skills development and counseling groups.

1. Student's personality strengths and weaknesses; counseling needs.

2. Adult personality types with whom student appears to be most comfortable.

III. C. 3. The sex of the student (counseling groups only) when information suggested that this variable was an important part of the counseling problem.

4. The student's specific skills deficits and their degree of severity.

5. The specific staff member's personality strengths and weaknesses.

6. The specific staff member's professional strenghts and weaknesses.

7. The adolescent personality types with whom the staff member appears to be more comfortable working with.

8. The sex of the staff member (counseling groups only) when this variable appeared to be an important part of the student's counseling needs.

9. Staff member and student had a successful working relationship in the past.

10. Project administrator's judgment that proposed student-staff working relationship would be productive.

D. Assignment of students to "new" staff: limitation of the number of students with severe skills and/or counseling problems with whom new staff would be working.

1. Enabled new staff to adapt to program's method and techniques with a minimum of mistakes. This was a training function.

2. Enabled program administration to make judgments on staff members ability, performance, and capacity for growth in actual work situation.

3. Enabled program administration to shift students to other groups, when staff member's performance unacceptable or the staff member gave up the job, with minimal disruption to students.

IV. REVIEW AND CLARIFICATION OF STAFF ROLES, RESPONSIBILITIES, AND OBJECTIVES.

A. Used the case study method to illustrate how skills development and counseling objectives and techniques must complement each other. Together they constitute a means of dealing with the total student.

B. Formalized a process where counselor and skills teacher provided consistent feedback to one another on students and worked as a team.

C. Illustrated areas where roles and responsibilities might overlap; set flexible policy guidelines for the staff team to use as the basis for future problem-solving.

V. CONTACTS WITH STUDENTS PRIOR TO BEGINNING FORMAL SESSIONS AT THE FOLLOW-UP CENTER.

A. Sent out letters to students and parents with recommended study schedule, staff phone numbers, and information re: academic year program.

B. Project administrator and/or liaison staff in high schools met with students individually and in groups at the high school, on a weekly basis, prior to start of formal meetings at the center. Reviewed lists of books given to students, made assignments and handed out additional books as necessary.

C. Project administrator and/or liaison staff reviewed students' course schedules recommended changes consistent with students' academic needs and expressed goals.

D. Academic year staff who had worked with students previous year and during summer component telephoned students on regular basis prior to beginning of formal academic year meetings. These contacts were important in terms of maintaining a sense of continuity, assessing attitude of students towards start-up of academic year activities.

E. Project administrator and/or liaison staff advised students re: recommended amount of time that should be devoted to academic work, developing a formal study schedule, establishing academic versus social priorities.

VI. THE USE OF LIAISON STAFF IN THE TARGET HIGH SCHOOLS.

A. Liaison staff were members of target high school faculty who were also employed part-time as counselors or skills teachers at a follow-up center.

B. Major responsibilities were monitoring students' progress, trouble-shooting students' problems, obtaining relevant data from school records, serving as an "on-site" resource for P.C.S.P. students.

C. Assisted in planning and implementation of special activities scheduled at the high school, e.g., visits of college personnel, meetings with students at the high school.

D. It was critical that the loyalty of liaison staff be to the students, and their personal priority be to serve as an advocate in the interests of P.C.S.P. students and parents. Liaison staff who were more committed to their school bureaucracy, their professional association, or their personal image among their "colleagues" at the high school, were poor staff.

ACADEMIC YEAR COMPONENT
ACADEMIC SKILLS DEVELOPMENT

I. READING SKILLS DEVELOPMENT DURING THE ACADEMIC YEAR.

A. Rationale for a P.C.S.P. reading program.

1. Generally inadequate reading skills of most students in program who wish to enter higher education.

2. Lack of suitable or accessible developmental reading programs in the students' high schools and general lack of emphasis on reading improvement in high school courses; the need for enrichment.

3. The need for college bound students to go beyond fundamental comprehension and read with greater depth. Students need to develop skills in areas such as the interpretation of meaning, analytical reading, and critical reading. These areas are given little attention in their high schools.

4. The need for adolescents to broaden their knowledge base in relation to alternative value systems, different life styles and cultures, the feelings of others, their own personal feelings and behavior. Reading can help the adolescent resolve identity and maturational problems if reading material is selected with this in mind.

5. Literature is a major art form.

B. Goals and objectives of the reading program.

1. To improve students' skills in key reading areas.

a. Word knowledge.

b. Word attack skills.

c. Comprehension fundamentals.

d. Interpretation of meaning.

e. Analytical reading and listening.

f. Critical reading and listening.

g. Appreciation.

h. Reference skills.

2. Other related objectives.

a. To improve the students' ability to identify and understand the use of the major literary genre (novels, plays, short stories, essays, poetry, etc.)

I. B. 2. b. To improve the students' ability to identify and understand the use of literary devices such as symbolism allegory, irony, personification, imagery, overstatement and understatement.

c. To improve students' sensitivity to an author's development of characters and read at the level at which motivation for the characters' behavior can be understood.

d. To improve students' ability to identify the narrative perspective or point of view of the author as distinguished from that of any of the characters in the narrative.

C. Selecting appropriate reading materials for students.

1. Purchase of books which are at a difficulty level sufficient enough to be a challenge to the reader.

2. Using books that are of high literary merit by contemporary and non-contemporary American and foreign authors. (For a sample list of titles commonly selected for student reading, see Appendix.)

3. Using books that frequently appear on college reading lists.

4. Use of college level non-fiction books that are often used in college classrooms as texts.

5. Purchasing books requested by students for pleasure reading. Restrictions against program purchasing sensationalist sex novels, junk publications.

6. Use of articles from magazines and newspapers. Editorial columns assigned as short exercises. Comparative analysis of two articles.

D. The teaching process.

1. One-to-one, student-staff sessions focused on specific book or article.

2. Group sessions when more than one student assigned same book of relevant literary concepts were to be discussed. Group discussions also utilized with specific topical materials, e.g. reprints of New York Times magazine articles.

3. Prepared worksheets of questions geared to specific books and articles given to students to use as guides.

4. All staff needed to themselves enjoy reading and be well read in order to both be effective working with students and provide suitable ego model as well.

a. Staff assigned to work with students according to which staff member had read particular book or article.

b. Continued reading of general and specific titles was an expected component of professional and personal development.

I. D. 4. c. Image of staff as adults who read regularly was important to eliciting desired modeling effect with students.

II. WRITING SKILLS DEVELOPMENT DURING THE ACADEMIC YEAR.

A. Rationale for a P.C.S.P. writing program.

1. Generally inadequate writing skills of most students in program who wish to enter higher education.

2. Lack of suitable or accessible writing development programs in the students' high schools. Lack of emphasis on writing skills improvement in high school courses; poor writing ability of many high school teachers.

3. The importance of strong writing ability to success in college and the "workaday" world of the employed college graduate.

4. The need for students to acknowledge and correct any writing skills deficits while they are in high school, prior to their entering post secondary education.

B. Goals and objectives of the writing program.

1. To improve the students' understanding and use of standard English grammar.

2. To improve the students' understanding and use of the mechanics of standard English.

3. To improve the students' diction or word usage.

4. To increase the students' ability to compose effective sentences and paragraphs.

5. To improve the students' organizational skills, the order in which their ideas are presented, and outlining ability.

6. To assist students to begin to develop a writing style, i.e., the manner in which an individual uses language as a distinguishing characteristic in written communication.

7. To make the students aware of their individual strengths and weaknesses and implement a program of writing improvement.

8. To increase the students' confidence in their ability to write effectively, and their level of understanding of the importance of adequate writing skills.

C. The teaching process.

1. One-to-one conferences were conducted with students to discuss specific written work. Group sessions utilized when feasible.

Section Three, Part C

Academic Skills Development

II. C. 1. a. Identified strengths and weaknesses; staff emphasized how student's writing had improved over previous works.

b. Staff often asked that student work be rewritten until it met the acceptable level of quality.

2. Requirement that students write critiques or reports of books and articles read.

3. Used worksheets of questions on specific books and/or articles.

4. Counseling staff frequently worked on writing skills with specific students (done under supervision of language skills staff).

5. Staff reviewed student work written as part of requirements for students' high school classes.

D. Teaching students to use reference books as resources.

1. Used dictionary, thesaurus, spelling dictionary, english handbook, Turabian writing handbook, short monograph on research paper, P.C.S.P. guides and outlines, other published reference materials. These references and books were given to all students.

2. Staff reinforced importance of using reference resources. Staff used resource materials to elicit modeling behavior from students.

3. There was a status value among peers and high school teachers of reference materials given to P.C.S.P. students; status value of having and using materials that are used at college level.

E. The formal writing development program: Science Research Associates Contemporary Composition course. (Trenton center only) Jan. to May.

1. Course description: a 24 unit writing course (see appendix for unit titles). Can use entire course or selected units.

2. The four stated aims (objectives) of the course.

a. To enable the student "to write correctly--to observe, so to speak, the table manners of acceptable English".

b. To assist the student to "achieve clarity in writing".

c. To assist the student to "achieve an understanding and appreciation of the correct, clear, and significant writing that other people have done and are now doing".

d. The final aim "is perhaps the most difficult, for it involves important but all too vague abstractions like understanding and philosophy and sensitivity and wisdom".

II. E. 3. Other related objectives. (Formulated by P.C.S.P. staff)

a. To encourage students to write (and to think) with sensitivity and understanding of both themselves and the external world.

b. To improve students' ability to understand and use narrative and expository writing.

c. To improve students' ability to understand and use abstract, specific, and concrete detail in their writing.

4. The teaching process.

a. All units are multi-colored transparencies for use with overhead projector. Each student had workbook of exercises geared to units and is assigned additional writing as indicated.

b. Language arts staff used team teaching method with group for 60 to 90 minutes each week during follow-up meetings at center.

c. Language arts staff determined which units would be most useful in terms of meeting writing needs of group. Units were scheduled during 5 month period S.R.A. component was operational.

d. Language arts staff emphasized relevance of each unit to students' need to develop effective writing skills. Staff presented students with the rationale for using specific units prior to beginning of instruction, and prior to introduction of new concepts within units.

e. Supplementary materials: intact and excerpted books, articles, essays, poetry, were used to reinforce S.R.A. content in concept areas that language arts staff felt were of major significance. Quizzes and review sessions were given regularly. Students were encouraged to grade and evaluate their own quizzes.

f. Student participation, comments, questions, responses were encouraged by staff whenever feasible. Note taking encouraged.

g. Specific members of counseling staff and math program served as observers and participant-observers under the supervision of language arts staff. Staff sat with students who needed help.

h. Logs of each session were written by designated language arts staff member and used in ongoing evaluation process. (See appendix for sample logs.)

5. The importance of using highly qualified staff with S.R.A. materials.

II. E. 5. a. Language arts staff who had not mastered concepts presented in units were not effective, lost credibility with students.

b. The need to respond quickly and correctly to unanticipated comments or questions required language arts staff to possess a broad knowledge and skills base.

c. Identifying and utilizing supplementary materials required a broad knowledge and skills base, and diverse reading background.

6. Reactions of students to the S.R.A. course.

a. Anxiety level of students both enhanced and retarded the teaching and learning process.

b. Students with negative attitudes towards skills development tended to disrupt teaching and learning process and did not function well in the group setting.

c. Individual students who were experiencing difficulties at home or in the high school did not function well in the group and resisted getting personally involved in the learning process.

d. Staff was occasionally required to digress from academic content and focus on interpersonal conflicts within the group that were hindering the teaching and learning process.

e. During the classes, most students responded positively to the content, were attentive and intellectually involved. Materials were impressive, physically appealing to students.

f. Peer pressure, need for peer approval, etc. often facilitated the teaching and learning process.

g. Most students did not complete take home written work that was assigned between sessions. Pattern of avoiding writing, high school course work, and social priorities were significant factors. Units worked best when assignments could be completed during same evening the unit was taught at the center.

h. Inconsistent student attendance posed a serious problem (continuity). Rescheduled units and review sessions were used to offset negative effects.

7. Reasons for utilizing the S.R.A. writing course.

a. High level of quality of the content. It was a fine example of the level of standard English students must master if they were to become successful college writers.

b. The course enabled staff to work through student resistance to writing courses before the student entered college.

II. E. 7. c. P.C.S.P. graduates attending college who had participated in the course claimed S.R.A. was one of the most important activities the program sponsored. Course content was helpful to them at the college level in relation to college writing assignments.

III. THE ACADEMIC SKILLS DEVELOPMENT COMPONENT IN NEWARK.

A. Performance during summer residential component and range of academic skills is comparable for both Newark and Trenton student groups. Students were equally matched in measured ability.

B. Trenton students as a group did more academic work. Newark students were less motivated during academic year; also failed a greater percentage of high school courses.

C. Reading skills development with Newark students.

1. Newark students read fewer books than Trenton students outside of the center on their own time. Watching television and socializing with friends, and club type activities were student priorities.

2. Language arts staff utilized short assignments; materials that students worked on at the center. High interest materials used.

a. Programmed reading texts, excerpts from novels, etc.

b. Attempts were made to use short articles and editorials.

c. Find-a-word cryptograms, anagrams, games with vocabulary cards, crossword puzzles.

3. Debates were scheduled, and students involved in library research needed to read a great deal. (limited number of students involved.)

4. S.R.A. reading labs were used with selected students at center.

D. Writing skills development with Newark students.

1. Students resisted S.R.A. composition course. Too few students responded positively, course discontinued after a few units. A majority of students would not attend meetings when S.R.A. units were scheduled.

2. A limited number of students completed written book critiques, reports on articles, etc.

3. A student initiated project to keep journal or notebook in areas of interest to student was completed by two students in a group of twenty.

4. Writing out arguments for debates helped limited number of students.

5. Language arts staff assigned short essays, critiques or short

III. D. 5. articles, and reading projects. Emphasis was placed on writing activities that could be completed on single evening at the center.

6. Photographic interpretation: students wrote personal reaction to selected photographs. Their responses were either in poetry or prose. Students responded positively to this type of assignment and it was repeated.

7. Language arts staff used writing workbooks on limited basis.

IV. USING FEATURE LENGTH MOTION PICTURES AS A MEANS OF REINFORCING ACADEMIC SKILLS. (Newark and Trenton)

A. Rationale for using feature length motion pictures.

1. The reliance on visual media as a form of communication is increasing steadily.

2. The use of feature films as a supplement to texts and other materials is quite common in college courses.

3. College bound students have a need to develop critical listening and observation skills in relation to visual media.

4. The types and quality of the films our students have access to in their communities is generally limited to low-quality "Kung Fu and Blackploitation epics" or pornographic films.

5. Carefully selected films can help adolescents broaden their knowledge base in relation to alternative value systems, different life styles and cultures, the feelings of others, and their own personal feeling and behavior.

6. Carefully selected, high quality films lend themselves to the illustration of visual use of symbolism, overstatement, understatement, etc. and other devices commonly used in literature.

7. Viewing feature films is a social activity and popular leisure pursuit that has a social value for our students as a group.

B. Objectives.

1. To improve students' visual comprehension.

2. To improve students' interpretive skills (inferring, predicting, comparing, concluding, etc.).

3. To improve students' critical listening and observation skills.

4. To increase students' appreciation of high quality domestic and foreign films.

5. To increase students' sensitivity to film techniques and the manner in which technique is used to communicate a point of view.

IV. C. The teaching process.

1. Films shown were selected by staff at meetings where the scenario, technical quality, and relevance of the film to program objectives was discussed.

2. Staff previewed film, developed a series of questions and comments for use as a basis for group discussion and/or written assignments for students.

3. Students were given a short verbal summary of the film and asked to focus on specific aspects of the film as a whole.

4. Discussion periods, ten to fifteen minutes in length, were used after each reel to focus students' thinking on key elements in the film segment they had just viewed.

5. Staff conducted discussion period and distributed prepared questions following film showing.

D. Combining reading and film study: the use of feature length films of novels and the actual novels as special units.

1. Staff made selections of novels on basis of literary merit and relevance to program objectives and availability of film version.

2. Students read, wrote a critique, and discussed the novel in study groups prior to seeing film version.

3. Additional discussion following film focused students on comparisons, contrasts, and key elements of both the book and film.

4. Some examples of novels and films used:

a. The Stranger - Camus

b. One Day in the Life of Ivan Denisovitch - Solzhenitsyn.

c. Woman in the Dunes - Abe.

d. The White Dawn - Houston.

V. THE USE OF TELEVISION PROGRAMMING TO REINFORCE ACADEMIC SKILLS.

A. Identifying special programs and series that are related to P.C.S.P. objectives. Assigning staff as project leaders.

B. Developing and revising materials to use as instructional guides.

C. Conducting follow-up discussions with students after they have viewed the program.

D. Encouraging interested students to read related books and/or articles.

V. E. An example: Thames Productions twenty-six week series, "The World at War".

VI. MATH SKILLS DEVELOPMENT DURING THE ACADEMIC YEAR.

A. Mathematics as a secondary priority: the primacy of language skills.

B. Test data was used to evaluate students' math skills.

C. Limited program objective was to assist students who were in danger of failing their high school math courses and/or who were unable to perform selected mathematical operations.

D. Tutorials were conducted in small groups, where feasible, or one-to-one work sessions. (Contrast tutorials in Newark and Trenton.)

E. Limited resources and status of math as a secondary priority led to form of "academic triage". Students who were able to pass their high school courses with a grade of "C" or better, and students whose skills deficits or motivation were too severe or negative were given minimal attention. Major effort was expended with students whom it appeared had a reasonable probability of passing their high school courses if they had our assistance.

F. Resources and materials used.

1. Textbooks used in students' high school classes.

2. Textbooks purchased by P.C.S.P.

3. Worksheets developed by P.C.S.P. math staff.

G. Math concepts and operations that were taught.

1. Real numbers.

2. Ratio and proportion.

3. Perimeter, area, volume.

4. Fractional numbers, decimals, percentage.

5. Algebra.

6. Geometry.

7. Graphs.

8. Other selected concept areas.

a. Consumer math.

b. Slide rule, metric system, data interpretation.

VI. G. 8. c. Logarithms, sine-cosine functions.

VII. A STANDARD PLANNING PROCEDURE FOR ALL ACADEMIC YEAR SKILLS TEACHERS.

A. The need for an internal consistency in regard to planning program activities.

B. Teachers were required to justify all skills activities: present evidence to support assumptions, show a need for particular skills, defend their choice of a skills activity as the best of all feasible alternatives, demonstrate consistency with program goals and objectives.

Section Three, Part D

Counseling Services and Enrichment Activities

ACADEMIC YEAR COMPONENT
COUNSELING SERVICES

I. CAREER COUNSELING.

A. Rationale.

1. Disadvantaged adolescents in general are unsure of their personal career objectives and often verbalize an interest in careers that reflects the interests of parents or counselors and others significant in their lives.

2. Disadvantaged adolescents are generally unaware of the educational and special requirements of specific careers and have little access to or acquaintance with individuals working in specific careers.

3. In-depth individual career counseling is either not available or not a practice in the high schools P.C.S.P. students attend.

4. Adolescents often do not consider the importance of attitude, motivation, and goal directed behavior in achieving career objectives, and need to be assisted in internalizing behavior and attitudinal patterns that enhance goal directed activity.

5. Disadvantaged adolescents tend to overestimate their skills and academic ability and underestimate their deficits because of the generally low quality of the schools they attend. This negative school environment promotes grade inflation and social promotion and lacks a suitable reference group for comparison purposes, etc.

6. The process of "reality testing" is often very erratic and undeveloped among adolescents. Requiring the adolescent to consistently "focus on reality" enhances the maturational process and enables the student to develop a concretely based and therefore "realistic" understanding of the external world.

B. Career counseling objectives.

1. To help students identify the specific career or general career "cluster" they wish to pursue and formulate appropriate objectives.

2. To help students determine the educational and special skills background, as well as the personal characteristics, necessary for success in a given career area.

3. To assist students to assess their academic and personal strengths and weaknesses and identify those areas where change is needed in order to increase the probability of success in a given career area.

4. To offer assistance and support to students while they are in the process of any academic or personal (attitudinal and behavioral) change related to achieving their career objectives.

I. C. The counseling process.

1. Counselors met with each student as often as necessary in one-to-one sessions.

2. Counselors used group sessions when issues and concerns pertinent to more than one student arose.

3. Counselors and students explored career options in terms of students' interests, academic and personal strengths and weaknesses, and the educational and special skills requirements of specific careers or career "clusters".

4. Counselors consistently attempted to focus students' thinking on any attitudinal and behavior patterns that could enhance or impede the chances of achieving career objectives.

5. Confronting the student with external realities was the major emphasis in all counseling activity.

D. Career education resources used by staff.

1. Pamphlets describing responsibilities, education and training requirement, other significant information (such as occupational needs projections) related to specific careers and career "cluster" areas were made available at centers, or students were directed to places where they could obtain them.

2. Guest speakers who held jobs in specific career areas were scheduled at the Newark center.

3. Students were encouraged to participate in career conferences sponsored by their high schools and other agencies.

II. COLLEGE ADMISSIONS COUNSELING.

A. Rationale.

1. Disadvantaged students and their parents are often unaware of the opportunities available in higher education.

2. Disadvantaged students and their parents are generally unfamiliar with the college admissions process.

3. Guidance counseling services in the high schools P.C.S.P. students attend are generally inadequate and/or inefficient.

4. Qualified disadvantaged students should have access to educational opportunities at the higher education level.

B. College admissions counseling objectives.

1. To make students and parents aware of the range of opportunities available in higher education.

2. To offer direct assistance to students and parents throughout the

II. B. 2. college admissions process, and to assist them in obtaining adequate financial assistance.

3. To evaluate the academic performance, social functioning, academic and personal needs, and potential for growth of each student; identify colleges that have the potential to meet the student's needs, and encourage the student to apply for admission to the designated schools.

4. To encourage each student to attend the college that P.C.S.P. staff recommend as having the greatest potential for meeting that student's needs.

C. Other related objectives.

1. To offer direct assistance to students and parents throughout the process of applying for financial assistance.

2. To increase students' and parents' knowledge of general administrative and academic policies, procedures, and practices in higher education.

D. The counseling process.

1. The annual September college conference at Princeton.

a. Students were bussed to campus to spend the day meeting with representatives from twenty-five to thirty-five colleges.

b. Formal panel of college representatives discussed general admissions policies and procedures. Students devoted afternoon to meetings with individual college representives. Interested students were given application forms.

2. College admissions testing.

a. All admissions testing, SAT, Achievement tests, ACT, was completed between November and early January of the new year.

b. Special preparation workshops and materials were used sparingly because many students had a tendency to decrease their amount of general reading and rely on sample test materials as the only form of preparation.

3. The personal statement.

a. A two to three page narrative written by each student that accompanied each college application. Students were directed to write about one or more significant aspects of their lives.

b. The purpose of the statement was to provide additional supportive information for admissions personnel.

c. A secondary objective was to use the writing of the statement as a major skills development unit.

d. Each student was assigned to a staff member who supervised the writing.

II. D. 3. e. Students were required to write as many as three drafts of the statement before it was accepted as completed.

f. In the process of writing the statement, each student was required to confront his individual writing skills strengths and weaknesses.

4. Applications for admission and financial assistance forms.

a. Each student worked with his or her assigned counselor.

b. Counselors reviewed applications for appropriateness of student's responses to questions, whether or not instructions were followed adequately, neatness, etc.

c. Counselors supervised students re: obtaining additional information and documents to support application for admission.

d. Counselors helped students and parents complete financial assistance forms (Parents Confidential Statement, and other forms from specific colleges). Project director conducted group sessions and counselors worked one-to-one with students and parents.

5. Helping students choose a college; the final decision.

a. Counselors worked with students whose applications for admission were rejected to minimize "ego damage", or use the rejection letter to re-focus the student on significant external realities.

b. Counselors worked with students who were accepted at only one college and had limited post secondary options.

c. Counselors assisted students who were accepted at more than one college to choose the school where they would most likely matriculate. Staff gave students feedback on institution, used information from "inside"contacts, former students, etc., on significant aspects of college life. Staff encouraged students to choose colleges that best met academic and personal needs.

6. The importance of the financial aid award to the student's decision to attend a specific college.

a. The amount of money awarded is not always the most significant factor in the student's choice of college.

b. Counselors used one-to-one sessions; project director conducted group sessions. Students and parents were helped in understanding the details of financial aid awards.

7. Important resource materials, checklists, and information

II. C. 7. sheets that were used during the college admissions counseling process.

a. Special and general commercial publications, college catalogs, and handbooks.

b. P.C.S.P. test results, and written evaluations of student's past performance.

c. Transcripts (or report cards) documenting student's past and current high school grades, information from selected high school staff.

d. Written materials prepared by P.C.S.P. staff: glossary of college terms, timetable of important dates, description of types and categories of financial aid, guide for writing personal statement, conversion tables for calculating financial aid awards, etc.

e. The major objective in using a., b., c., and d. above was to give the student information. A secondary objective was to provide materials for staff to use in their efforts to improve the students' ability to understand and use written information and instructions.

III. ACADEMIC COUNSELING.

A. Rationale.

1. Adolescents can benefit from supportive, professional counseling around academic strengths, weaknesses, performance, and needs.

2. Academic discipline and good study skills (including habits) are important to success in college, but are seldom part of the disadvantaged student's high school preparation.

3. Disadvantaged students who attend schools where the performance expectations and educational quality are low can benefit from reality oriented academic counseling that seeks to prepare the student for the more demanding college environment.

4. One-to-one counseling in relation to the factors listed in 1., 2., and 3. above, is seldom available to disadvantaged students at the high school level.

5. The repetition of a counseling process wherein the adolescent is continually focused on his stated goals and objectives, the attitudes that appear to be underlying his behavior, his actual behavior, and the demands of the external world, can enable the adolescent to develop more effective "coping mechanisms" in relation to the demands of external "reality".

II. B. Academic counseling objectives.

1. To improve the student's understanding of his or her academic strengths and weaknesses, and their relationship to attitude and behavior.

2. To have the student acknowledge his or her skills deficits and make a personal commitment to a program of planned remediation.

3. To have the student accept the major responsbility for his or her educational development and be accountable for his actions.

4. To advise the student in regard to the study attitudes, skills, and habits that are necessary for success in college.

5. To encourage the student to internalize personal performance standards that are at a level commensurate with that which is necessary for success in college.

6. To utilize a counseling process, and counseling activities, that assist the student to develop more effective "coping mechanisms" in relation to the demands of external "reality".

7. To offer the student a supportive professional counseling relationship that enhances the student's capacity for growth and change.

8. To assist the adolescent student in his or her attempts to develop and internalize behavior patterns that are consistent with expressed values, attitudes, and goals relating to educational achievement.

C. The academic counseling process.

1. Counselors and skills teachers jointly evaluated student's academic strengths, weaknesses, performance, and needs; established priorities to be worked on, and timetable for ongoing joint evaluation.

2. Counselors worked with students on determining social and academic priorities, making up a "study schedule", adhering to the P.C.S.P. recommendation to spend four hours each night working on high school and P.C.S.P. assignments.

3. Counselors and skills teachers met weekly or bi-monthly to discuss student's performance and/or problems, and make revisions in counseling and skills activities.

II. C. 4. Counselors met, when necessary, with individual students to discuss attitudes, behavior, and performance related to academic work.

5. Counselors worked with students around student's anxiety level, ambivalent feelings, defense mechanisms, capacity to adapt and grow, and the relation of these factors to academic achievement and skills remediation.

6. A major counseling problem with students was convincing them to internalize P.C.S.P. academic standards based on college level performance and skills expectations, (e.g., high school written assignments graded as "A" and "B" work would have been graded "D" or "F" in classroom situation where rules governing standard written English were observed). Counselors and skills teachers worked together encouraging students to accept P.C.S.P. standards and reject the low standards at their high schools. Counselors were not successful with students whose motivation for academic achievement was inconsistent or very low, or who felt personnel at their high school had greater credibility and educational "expertise".

7. During counseling sessions each student was "confronted" with his academic strengths and weaknesses and the potential negative effects of such skills deficits. Skills test results, skills teacher evaluations, and counselor observations were utilized to encourage students to accept the "reality" of their skills deficits. Standard "defense mechanisms" of denial, projection, and rationalization were apparent in behavior of resistant students.

8. A standard counseling technique was to "confront" the student with negative behavior and request that the student consider how such behavior related to the achievement of his expressed goals and objectives.

9. Counseling technique with each student varied according to staff analysis of student's system of ego defenses; the strength or fragility of student's self-concept; the probability that specific preconscious and unconscious variables were operant; positive and/or negative transference factors present in the counselor-student relationship; the student's capacity to change and adapt; the significance of external factors such as peer relationships, family, and societal environments; and the specific nature of the counseling problem.

10. Counselors were required to justify all counseling activities, present evidence to support assumptions, show a particular counseling need existed, and defend their choice of a counseling activity as the best of all feasible alternatives consistent with program goals and objectives.

III. PERSONAL COUNSELING.

A. Rationale.

1. Adolescents often experience serious internal conflicts, and interpersonal problems with family members and peers during the "normal"developmental process. These conflicts have negative effects on their social functioning.

2. The social functioning of adolescents can be improved by utilizing supportive relationships with adults who are sensitive to adolescents' affective needs.

3. Adolescents, unless they suffer from an identifiable mental disorder, do not have access to counseling that is focused on the "normal" developmental process and the affective domain.

4. "Normal" affective development is further complicated for the disadvantaged adolescent by the presence of negative external factors associated with socio-economic status.

B. Personal counseling objectives.

1. To improve the student's understanding and functioning in the areas of adolescent internal conflicts and interpersonal relationships.

2. To improve the student's ego functioning particularly in the areas of: (1) relation to reality, (2) reality testing, (3) judgment, (4) the use of appropriate defense mechanisms (coping mechanisms), and (5) sex-role identity.

3. To improve the student's ability to engage in self-fulfilling, socially acceptable actions.

4. To encourage the student to accept the responsibility for his actions.

5. To teach the student a personal problem solving process that will enable him to better identify specific problems, explore all alternatives that might lead to problem resolution, select the best alternative, and follow-through with appropriate behavior.

6. To assist the student in the identification and clarification of his personal values.

7. To intervene whenever necessary in a counseling capacity, with the student's family and to promote the improved functioning consistent with program goals, of the student and his family as a unit.

III. C. The personal counseling process.

1. Program staff assessed adequacy of student's personal functioning, and identified any problem areas. Staff observations and contacts, with family members, peers, and other adults, information from other professional and non-professional sources, and student's "personal history" served as information base in assessment process.

2. Staff made a determination of where each student was functioning in terms of the "normal" developmental process, and developed a plan to use supportive counseling techniques to reinforce specific strengths and minimize the negative effects of specific weaknesses.

3. Limited counseling objectives were set for students who encountered severe developmental problems and referrals to outside "agencies" were utilized when appropriate.

4. Students were assigned to counseling groups according to process described earlier in section Three, part B, Staff Orientation and Academic Year Planning (see pages 92-95).

5. Counselors met with students individually at follow-up centers in school, on the Princeton campus, at home, and, if necessary, at work or some other site in the community.

6. Counselor and student jointly identified and focused the problem, explored its origin and the reasons the difficulty arose; the student was encouraged to openly discuss his feelings as the counselor sought additional background information from the student; counselor next sought additional significant information from other sources (including family and peers); finally, counselor and student jointly agreed upon a plan of action which the counselor monitored.

7. A major technique used was to acknowledge the student's perception of "reality factors", but consistently focus the student on the "reality demands" imposed by the external environment (family, peers, significant others, and society-at-large).

8. Majority of counseling problems encountered in students fell into areas such as: (1) independence vs. dependence conflicts with adults, particularly parents; (2) infantile or inappropriate behavior, problems and anxiety re: inconsistencies between behavior and expressed goals; (3) internal and external conflicts related to sex-role identity; (4) interpersonal problems with siblings and/or peers, the need for peer group acceptance; (5) identifying and internalizing a consistent set of personal values.

III. C. 9. Primary defensive mechanisms encountered in students were: denial, projection, rationalization, compartmentalization, and daydreaming (inappropriate use of fantasy).

10. A major counseling strategy was for counselors to attempt to "go under" the defensive screen and focus student on "objective" realities. Counselors reinforced appropriately used "normal" defenses in students.

11. Some counselors were drawn into the defensive pattern of problem students and themselves reacted defensively. The result was the loss of the counselor's effectiveness and credibility with the student.

12. Underlying assumption that improvement or deterioration in student's functioning was often related to dynamics of family unit resulted in extensive use of home visits, counseling sessions with family members, development of limited goals and objectives related to student's family life.

13. Counselors attempted to use peer relationships within program as a means of achieving counseling objectives whenever this approach was feasible.

14. Skills teachers were often used as part of a counseling plan with students in instances where the relationship between the student and the teacher was strong and mutually rewarding.

15. Counseling activities with students were reviewed at staff meetings which included skills teachers. Intent was to monitor student progress, periodically evaluate counseling objectives, and maintain consistency in philosophy, method, and techniques among staff counselors.

16. Counselors were required to justify all counseling activities, present evidence to support assumptions, show a particular counseling need existed, and defend their selection and use of a counseling activity as the best of all feasible alternatives consistent with program goals and objectives.

IV. REACTION OF STUDENTS TO COUNSELING ACTIVITIES.

A. Student types who were accepting of counseling and with whom academic and personal counseling activities were generally successful.

B. Student types who were not accepting of counseling and with whom academic and personal counseling was generally not successful.

IV. C. Delayed positive reaction of students to previous counseling activities that often occurs between two to thirty months after they have left the program. Implications for program planning and activities.

V. WORKING WITH PARENTS.

A. The importance of treating parents with respect, working in consort with parents to assist their children, developing a staff-parent relationship of openness and honesty, developing staff credibility, and demystifying the educational process.

B. Program was an important, often the only, source of precise information for parents re: the student's academic and personal functioning, secondary and higher education policies and procedures, parental rights and privileges, and the utilization of other community resources.

C. The majority of parents were accepting and supportive of program goals and activities, and did as much as possible to improve quality of life for children. Most problems were systemic (external environment) rather the intra-familial.

D. Director and Newark coordinator conducted group meetings with parents, individual sessions with specific parents were conducted at follow-up centers and during home visits, and telephone contacts between parents and staff were used extensively.

E. Information that was given to parents.

1. Results of academic skills testing and interpretation of test results by program staff.

2. Recommendations re: courses student should take in high school, with explanation by program staff as to reasons courses were recommended.

3. Information regarding the college application and financial aid process.

4. Analysis of the student's performance in relation to high school courses and P.C.S.P. academic skills development activities.

5. Use of special workshops, (e.g. interpretation of Buckley amendment, rights as parents of public school children).

6. Recommendations re: structure at home, rules, techniques to enforce suggested study schedules of students at home. Weekday curfew.

7. General guidelines relating to normal adolescent behavior with particular attention drawn to patterns of family interaction.

F. Examples of types of problems that required staff to work with families around dynamics of family relationship.

V. F. 1. Sibling rivalry, where parents set up "good child-bad child" dichotomy; parents predict success for one, failure for the other.

2. Student caught in middle of marital conflict and is both the "battleground" and the "spoils of victory".

3. Student is allied with one parent against the other within a marital conflict.

4. Parents unable to set realistic limits and enforce them, often because they are re-living adolescence through the child, or unsure about what is the proper thing to do.

5. Parent(s) will not provide documents and information colleges require, are acting out of feelings of hostility towards the student, a variation on the game of "payback".

6. Parents will not provide financial documents and information colleges require out of fear of the discovery of unclaimed income, etc., or because of feelings of hostility towards the student.

7. Parents seem fixated in adolescence, covet and resent attentions of program staff to the student.

8. Parents overwhelmed by external difficulties related to "survival", attaining the basic necessities; overall functioning is poor.

9. Parent(s) has serious illness that has destructive effect on family, (e.g., alcoholism).

10. Parents' energies focused on meeting own needs, adolescent is "abandoned".

11. Parents want adolescent to meet their needs; student has a family role resembling that of a "servant".

12. Parents openly hostile and reject the child; the incidence of physical violence within the family.

13. Parent overprotective, prevents the "sheltered" student from experiencing normal developmental processes; dependency relationships.

G. Examples of how staff worked with families as units: some selected case histories. (This section is optional, may not be included in narrative).

VI. SPECIAL PROBLEMS.

A. Pregnancy among female students.

B. Drug use among students.

C. Anti-social behavior.

VII. ENRICHMENT ACTIVITIES AND SPECIAL MEETINGS WITH STUDENTS AT PRINCETON.

A. Cultural and enrichment activities.

1. Theater trips to New York plays and musicals.

2. Group trips to selected lecture series at local colleges.

3. Group trip to local movie theater, use of book and film version of <u>One Flew Over the Cuckoo's Nest</u>.

4. Bicycle trips with students (Trenton Only).

B. Special meetings on the Princeton campus (Trenton students only).

1. Meetings were scheduled on high school holidays or vacation days, from ten A.M. to four P.M.

2. Morning session was devoted to academic work, college applications, etc. Counseling staff also met with selected students. Students viewed a feature film and participated in a discussion of the film during the afternoon. (Newark students saw and discussed same film at a Thursday evening Newark center meeting).

Section Three, Part E

Student Participation in the Academic Year Component

STUDENT PARTICIPATION IN THE ACADEMIC YEAR COMPONENT

I. ATTENDANCE PATTERNS AT THE FOLLOW-UP CENTERS, 1973 to 1975.

A. At the Newark Center an average of forty-nine percent (48.8%) of all Newark students on our roster attended the major weekly meeting at the follow-up center over the two year period.

B. At the Trenton Center an average of sixty-nine percent (68.8%) of all Trenton students on our roster attended the major weekly meeting at the follow-up center over the two year period.

C. In Trenton, during any specific week, student attendance fluctuated between a low of forty-five percent (45%) and a high of seventy-five percent (75%). In Newark, during any specific week, student attendance fluctuated between a low of thirty percent (30%) to a high of sixty percent (60%).

II. SPECULATIONS OF STAFF IN REGARD TO THE PATTERNS OF STUDENT ATTENDANCE.

A. Some general considerations.

1. Newark attendance patterns among seniors particularly indicated serious problems. Trenton attendance patterns were acceptable in view of fact that P.C.S.P. activities were only part of a host of extra-curricular options.

2. An average attendance rate of sixty-nine percent (69%) per weekly meeting at an academic, after school hours, activity may be indicative of a successful endeavor when working with sixteen and seventeen year old adolescents.

3. Many students appeared to lack interest in doing P.C.S.P. academic assignments in addition to regular high school assignments, particularly those "grade" oriented students who had poor academic skills and good high school course grades.

4. It was assumed that attendance at follow-up meetings would have been greater had more social activities been scheduled as part of center activities. However, doing this would have been inconsistent with program philosophy, goals, and objectives which were related to "academic realities", rather than social interests.

5. The community was a non-controlled environment. Numerous negative factors had a greater influence than P.C.S.P. on the students' behavior. P.C.S.P. goals and objectives for normative behavior were in conflict with local norms and behavior; staff had too little access to students.

6. In the face of conflicting and less demanding educational advice from public school personnel, some students rationalized that P.C.S.P. staff were less "credible" than high school personnel.

II. A. 7. It is doubtful that better planning, the utilization of different academic year content, or other staff, would have produced significantly better results. Negative environmental influences were the major determinants in most situations where program goals were not met.

8. Removing students from the public high schools and placing them in a P.C.S.P. operated alternative school would have produced significantly better results.

B. Speculations of staff in regard to the differences between student attendance and participation in Newark and Trenton.

1. The city of Newark has deteriorated more physically and is more depressing than the city of Trenton. Newark's public services are perceived (at least by P.C.S.P. parents) as inadequate.

2. Newark has a tradition of corrupt practices and public officials. Many residents perceive current public officials as equally corrupt.

3. Newark students tended to overrate their academic ability and rationalize their performance more that Trenton students. Newark students felt less of a need to develop skills because the generally received what they considered "good" grades in their high school classes.

4. Newark parents and students did not feel "safe" traveling in the city after six P.M., even though staff offered to provide transportation by auto. (It is doubtful that safety was a factor)

5. The distance between the Princeton campus and Newark was too great. Students would have performed better if they were able to visit the campus more frequently.

6. It is doubtful that better planning, the utilization of different academic year content, or other staff, would have produced significantly better results. Negative environmental influences were the major determinants in most situations where program goals were not met.

7. There is a general negative ambiance about Newark as a city; the promoting of "super fly-hipster" dress styles and low quality, Black exploitation media among retail outlets; an active narcotics trade; an excessively high rate of unemployment and social problems; a sense that the city is like a "sinking ship"; are among the factors that contribute to a general feeling of alienation and pessimism in a sizeable proportion of the city's residents.

8. The fact that administrators of other "Upward Bound" projects that serve Newark students have observed similar performance differences between Newark students and students from other communities suggests there is a causal relationship between academic performance and Newark residency.

Section Four

THE SECOND SUMMER COMPONENT

EXPLANATORY NOTES
The Second Summer Component

After an initial Summer on the Princeton campus, and an academic year as a high school junior and participant in the follow-up component, the student was offered the opportunity to engage in a "second summer" of P.C.S.P. activities.

Students were not returned to the Princeton campus. Instead, they were given the option to spend the Summer in a placement that P.C.S.P. staff felt would best meet their academic and affective needs.

The student's motivation, personality characteristics, academic ability, personal and academic needs, performance in high school and P.C.S.P. activities, and capacity for growth and change were factors that had a major significance during the process of assigning each student to a specific placement.

Five types of placements were available. They were: (1) residential programs at private high schools (Andover, Choate, Mount Hermon, St. George's School), (2) regular Summer sessions at local colleges, (3) special skills development programs at local colleges, (4) regular Summer sessions at public high schools (for students who had failed courses during the academic year), and (5) individual reading and study projects supervised by P.C.S.P. staff.

End of Summer reports from liaison staff and the placement sites were used to determine which academic and personal needs of each student would be given attention by P.C.S.P. staff during the subsequent academic year.

THE SECOND SUMMER COMPONENT

I. THE NEW ENVIRONMENT: ARGUMENTS AGAINST RETURNING STUDENTS TO CAMPUS.

A. Another step in the growth process and the use of "creative anxiety". The limited reference group of minority students compared with the challenge of a "new" situation (environment). The adolescent's capacity to adapt.

B. Defense mechanisms and "familiarity"; learning how to "get over". The new environment as a safeguard against unproductive defenses.

C. Individualizing placements according to student needs. Moving students closer to actual "social realities".

1. Upward Bound residential summers as fantasies or unreal situations.

2. The "new" environment as a more accurate "social reality", (i.e. students must function in social grouping where they are the racial minority).

D. The need to identify and work through problems while students are still in high school and accessible to project staff.

1. Information sent to project from second summer site.

2. Counseling strategies for academic year following second summer.

II. SECOND SUMMER COMPONENT GOALS.

A. Offer the student an individualized learning program within limits of available resources.

B. Broaden the students "reference group".

III. A DESCRIPTION OF SECOND SUMMER PLACEMENTS.

A. The private high school summer programs.

1. Andover.

2. Choate.

3. St. George's School.

4. Mount Hermon.

B. Regular summer session courses at local colleges of varying difficulty levels.

III. C. Developmental courses at local colleges or by special arrangements.

D. Regular summer session courses at the local public high school.

E. Supervised individualized study under direction of P.C.S.P. staff.

F. Financing the second summer; scholarships and aid from placements. A description of second summer placements used prior to 1973.

1. American Friends Service Committee work camps.

2. Traveling seminars, Outward Bound (Hurricane Island).

3. The Lawrenceville School.

4. Exeter Academy.

IV. STUDENT SELECTION AND PROCESSING.

A. Academic criteria.

1. Out-of-state placements.

2. Local placements (colleges, etc.).

B. Personal criteria.

1. Out-of-state placements.

2. Local placements (colleges, etc.).

C. The selection process.

1. Making final choices (staff function), meeting with students individually to discuss placement recommended, particularly to explain the reasons for the placement selected for the student.

2. Encouraging students to accept recommended placements, use of counseling history, high school performance, test data, etc.

3. Meeting with parents to discuss recommended second summer placement; attempting to elicit parental support.

4. The application process, personal statement, course selection, etc.

5. Counseling students around second summer placements, the nature of the new environment, ascertaining their expectations, correcting faulty impressions.

V. OUTCOMES OF SECOND SUMMER PLACEMENTS AND REACTIONS OF STUDENTS.

A. The private high school summer programs.

V. A. 1. Initial "cultureshock" and beginning to deal with the new reference group.

2. Adaptive styles and personal growth of students.

3. Analyzing the experience, building on strengths and minimizing weaknesses by using second summer experience in counseling sessions during academic year. Focusing on recurring behavior and academic skills patterns.

B. The local placement at a college, regular summer session courses.

1. Adjusting to the difficulty level of the books compared to high school texts.

2. Adjusting to the pace, increased workloads, and the need to be more critical and analytical in their thinking.

3. Status variables: the prestige of taking courses with regular college students and the use of "creative anxiety".

4. P.C.S.P. staff supervision; the placement site visit.

a. Contacts with students.

b. Contacts with teachers.

c. Troubleshooting and reporting procedures.

5. Analyzing the experience, building on strengths and minimizing weaknesses by using second summer experience in counseling sessions during academic year. Focusing on recurring behavior and academic skills patterns.

C. Developmental courses at local colleges or by special arrangements.

1. Status variables associated with the college or special setting.

2. Focusing students on skills problems; the importance of the personal commitment.

3. P.C.S.P. staff supervision; the placement site visit.

a. Contacts with students.

b. Contacts with teachers and placement staff.

c. Troubleshooting and reporting procedures.

4. Analyzing the experience, building on strengths and minimizing weaknesses by using second summer experience in counseling sessions during academic year. Focusing on recurring behavior and academic skills patterns.

V. D. Summer session courses at the local public high school.

1. Using failure to pass a course as a means to focus student on "realities" of performance expectations.

2. Offering psychological support to the student who has "failed". Minimizing the feeling of "de-statusing" in relation of P.C.S.P. peers.

3. Scheduling visits to "new" residential component at Princeton, a way to bolster the student's ego, e.g. parents' visiting days.

4. Giving the student additional reading and maintaining performance expectations.

5. Importance of P.C.S.P. supervisor, home visits, school visits, meeting students'need for attention and concern.

6. Analyzing the experience, building on strengths and minimizing weaknesses by using second summer experience in counseling sessions during academic year. Focusing on recurring behavior and academic skills patterns.

E. Supervised study under direction of P.C.S.P. staff.

1. The independent reading and writing program, selecting materials, discussing the format with the student.

2. Focusing students on skills problems, the importance of staff counseling, parental contacts, need to give student ego support and set limits.

3. Planning for behavioral changes during the subsequent academic year, strengthening relationships with students.

4. Troubleshooting and reporting procedures of P.C.S.P. supervising staff, meeting student's need for attention and concern, scheduling student visits to the concurrent residential component at Princeton.

5. Analyzing the experience, building on strengths and minimizing weaknesses by using second summer experience in counseling sessions during academic year. Focusing on recurring behavior and academic skills patterns.

VI. SECOND SUMMER COSTS VERSUS SECOND SUMMER BENEFITS.

A. Cost of various second summer placements.

B. Cost of offering comparable services on Princeton campus.

C. Benefits of second summer placements (restate assumptions and goals, with some comments set forth in section I and II above).

Section Five

THE BRIDGE COMPONENT

EXPLANATORY NOTES
The Bridge Component

Students spent the third and final Summer in P.C.S.P. as participants in the bridge component. Most students were involved in a combined program of study at a local college and Summer employment, or study in a special Summer program at the college they had elected to attend.

A work coordinator and liaison staff supervised students in Newark. Trenton students were supervised by liaison staff and project administrators.

Counselors in both Newark and Trenton worked with students and parents up to the point the student took up residence or began classes at college. Orienting students to the specific colleges they would be attending and trying to resolve last minute problems were major program activities.

THE BRIDGE COMPONENT

I. RATIONALE FOR BRIDGE COMPONENT ACTIVITIES.

A. Students needed to continue to develop their academic skills, but other priorities (such as financial problems and college orientation) were equally, if not more, pressing. Most students were reluctant to participate in a P.C.S.P. sponsored totally "academic" summer component.

B. Many students needed to earn money during the summer to fill in gaps in financial aid awards, purchase clothing, and provide funds to meet other expenses at college.

C. Incoming college students are able to make better use of the college's resources if they are oriented to the college's structure, policies, and procedures.

D. Incoming college students who are counseled in regard to course selection and course load by staff who are aware of the students' strengths and developmental skills needs, should experience fewer difficulties as college freshmen.

II. GOALS OF THE BRIDGE COMPONENT.

A. To provide a limited academic experience.

1. Special program or course of study at the college where the student planned to enroll.

2. Courses at a local college under supervision of P.C.S.P. staff.

B. To orient students to the structure and procedures at the college they are planning to attend.

C. To assist the student in securing employment during the summer prior to his entering college.

III. ACADEMIC PLACEMENTS.

A. Programs sponsored by college where student intends to enroll.

1. E.O.F. summer programs.

2. Other special summer programs (e.g., Earlham College pre-term).

B. P.C.S.P. sponsored academic placements at local colleges.

1. Newark area colleges.

2. Trenton area colleges.

3. Scheduling students primarily into evening courses.

III. C. P.C.S.P. staff supervision of academic placements; use of liaison site visits and the follow-up centers.

1. Contacts with students.

2. Contacts with parents.

3. Contacts with teachers and staff at placement site (only when feasible).

4. Troubleshooting and reporting procedures.

5. Analyzing the experience, focusing student on strengths and weaknesses in the staff's final contact before the student leaves to begin freshman year studies.

IV. SUMMER EMPLOYMENT OF STUDENTS.

A. Job placements secured by students.

B. Job placements secured by P.C.S.P. staff.

C. The role of the P.C.S.P. work coordinator and follow-up staff in Newark.

1. Locating job placements for students.

2. Identifying suitable students for jobs and guiding them through the application process.

3. Working with students while they are employed.

4. Working with supervisors at placement sites where students were employed.

5. Benefits of work experience for students.

D. Follow-up activities with companies that provided job placements.

1. Letters of appreciation from project director and President of the University.

2. Luncheon and awarding of plaques.

E. Inability to gain support of firms in Trenton area for work experience component.

V. ORIENTING STUDENTS TO COLLEGE.

A. Working with students around the general and specific characteristics of the college they had elected to attend.

V. B. Working with parents around general and specific aspects of college life in general, and particularly in relation to the college their child was planning to attend.

C. Focusing students on academic and personal problems that required continued attention at the post secondary level. Identifying where they could get assistance (specific department, office, staff) at the institution they were planning to attend.

D. Setting up a follow-up system for the post-high school level with students and parents.

1. Keeping informed in regard to address and telephone number changes.

2. Encouraging students to inform staff about changes in status, withdrawals, transfers to other colleges, etc.

3. Attempting to implement a process of post-high school personal contacts between students and P.C.S.P. staff.

a. Academic year vacations.

b. Contacts during the summer.

c. General contacts when student is having difficulty.

d. Use of survey forms sent to colleges.

e. Follow-up visits by staff to local colleges.

Section Six

EPILOGUE

EPILOGUE

I. EDUCATIONAL IMPLICATIONS OF THE P.C.S.P. MODEL.

A. Educational programs and schools should be clearly more student oriented than teacher oriented.

1. Philosophy, procedures, and bases for making decisions should be related to meeting student needs rather than comfort of professional employees. The need for accountability and performance standards.

2. Consistency in procedures and practices communicates such genuine interest and professional commitment to student needs.

B. Underlying assumptions, program goals, procedures, and activities. must be logical extensions of each other and must be observably consistent at all times.

1. Tying together assumptions, goals, procedures, and activities.

2. Constantly questioning why something should be done: a preliminary step in decision making and a safeguard against internal inconsistency.

3. Frequent reassessment of student needs, underlying theoretical assumptions, goals, procedures, and activities.

C. The need for staff who are genuinely committed to serving students and are capable of functioning in a demanding teaching situation.

D. The need for staff at all levels to be able to explain the outcomes of activities, etc. in their areas of responsibility.

1. Determining why a phenomenon occurred.

2. Determining what, if anything, could have enhanced or prevented the phenomenon from occurring.

E. The need for staff at all levels to have a "theoretical" basis for speculations, judgments, and decisions that they make. The practice of critical, in-depth analysis.

F. Psychoanalytic ego psychology: the missing link in the educational process.

1. The traditional emphasis in education is on content and instruction. It is essential that educators understand mental phenomena and behavior within the educational process. Ego psychology provides the conceptual framework within which this can be done.

I. F. 2. Diagnostic labeling has destructive effects in that it focuses on the "abnormal" or atypical. Ego psychology concepts are most useful when they are used to understand individual needs and learning patterns within a classroom group, serve as diagnostic guides in reference to classroom instruction and management, and to promote effective teaching.

3. Educators need to be re-educated. The need to understand and effectively manage behavior is becoming more acute, and the gap between undergraduate and in-service teacher education and the psychological "realities" appears to be widening.

G. An overview of some ego psychology concepts that relate to adolescent education.

1. Erikson's "Identity Crisis".

2. Marcia's expansion of Erikson's theories.

3. Lewin's Theory of adolescent development.

4. Havighurst's "Developmental Tasks".

5. Social Learning Theory.

6. The ego as a mediator between personal-internal needs and external "reality".

7. The defense mechanisms.

8. The adaptability of the ego: the individual's potential for growth and change.

H. The importance of ego psychology as a management tool for educational administrators and project directors.

1. Ego psychology provides the most comprehensive conceptual framework for understanding a wide range of mental phenomena and behavior among staff and students.

2. There are appropriate ego psychology concepts that can be applied to any age group within the educational process.

3. The use of ego psychology concepts enables the administrator to promote improved staff performance and growth, identify positive and negative dynamics, and more accurately explain the outcomes of any educational process.

II. SOME RELATED CRITICAL ISSUES IN EDUCATION.

A. Accountability, giving the education of children the absolute priority.

II. B. Salaries, fringe benefits, and teachers' unions; stopping the practice of shaping educational policy and procedures to serve the needs of professional educators. Redirecting education towards meeting student needs.

III. THE FUTURE OF FEDERALLY SPONSORED PROGRAMS FOR THE DISADVANTAGED AT THE SECONDARY LEVEL.

A. The continuing need for special programs. Poor basic skills as a National problem.

B. The U.S. Office of Education Task Force on the Education of the Disadvantaged Report.

C. The continuing involvement of the Federal government in the education of the disadvantaged: a review of the various delivery systems and service options that are feasible.

APPENDIX

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1. Statistical Information, Trenton Central High School.

2. Statistical Information, West Side High School.

3. Statistics on P.C.S.P. Students.

4. Summer Residential Component, Program and Course Evaluation Forms Completed By Students, and Program Evaluation Data, 1973 and 1974.

5. Academic Year Component, Science Research Associates Contemporary Composition Course, Listing of Lessons, and Sample Teacher Log Reports.

6. A Partial List of Paperback Books Used During the Academic Year Component, 1973-1976.

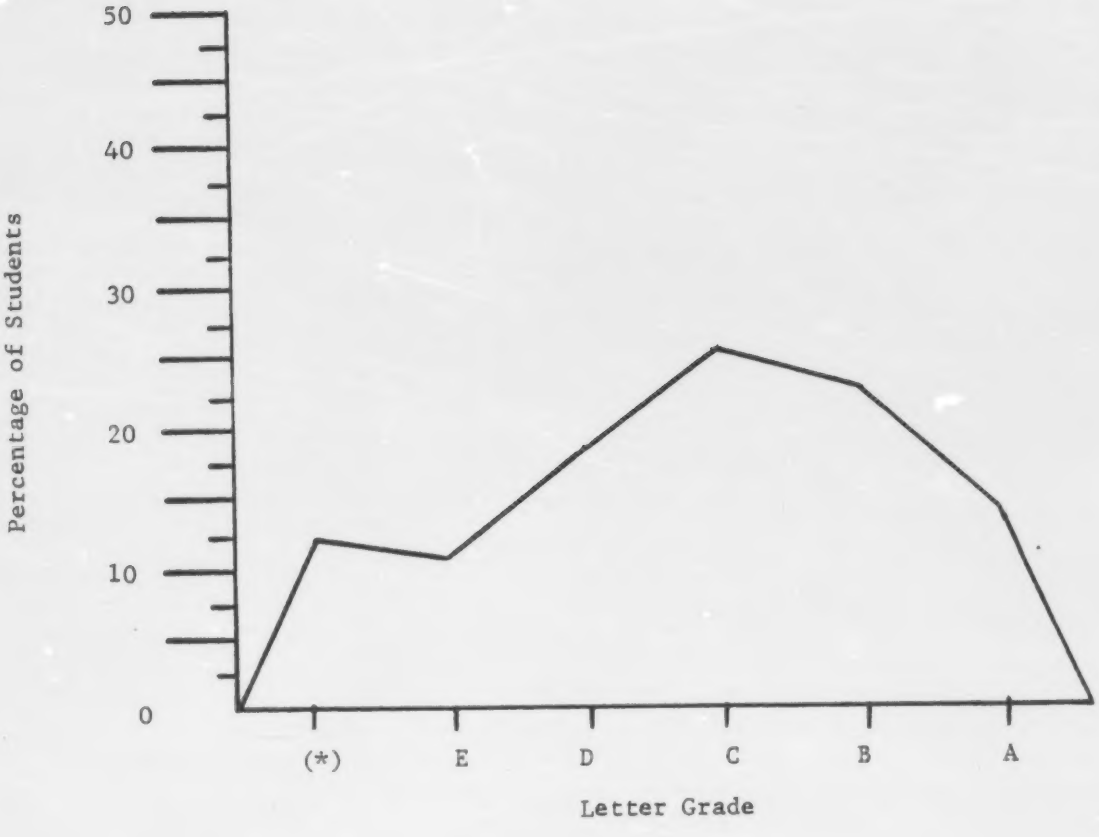
Statistical Information, Trenton Central High School (Trenton)
1972-1973

1. Achievement Levels of Students (Diagram # 1).

2. Measured Intelligence Levels of Students (Diagram # 2).

Diagram # 1

Achievement Levels
Letter Grades of All Current Students
September, 1972 to February, 1973
Trenton Central High School, Trenton, New Jersey



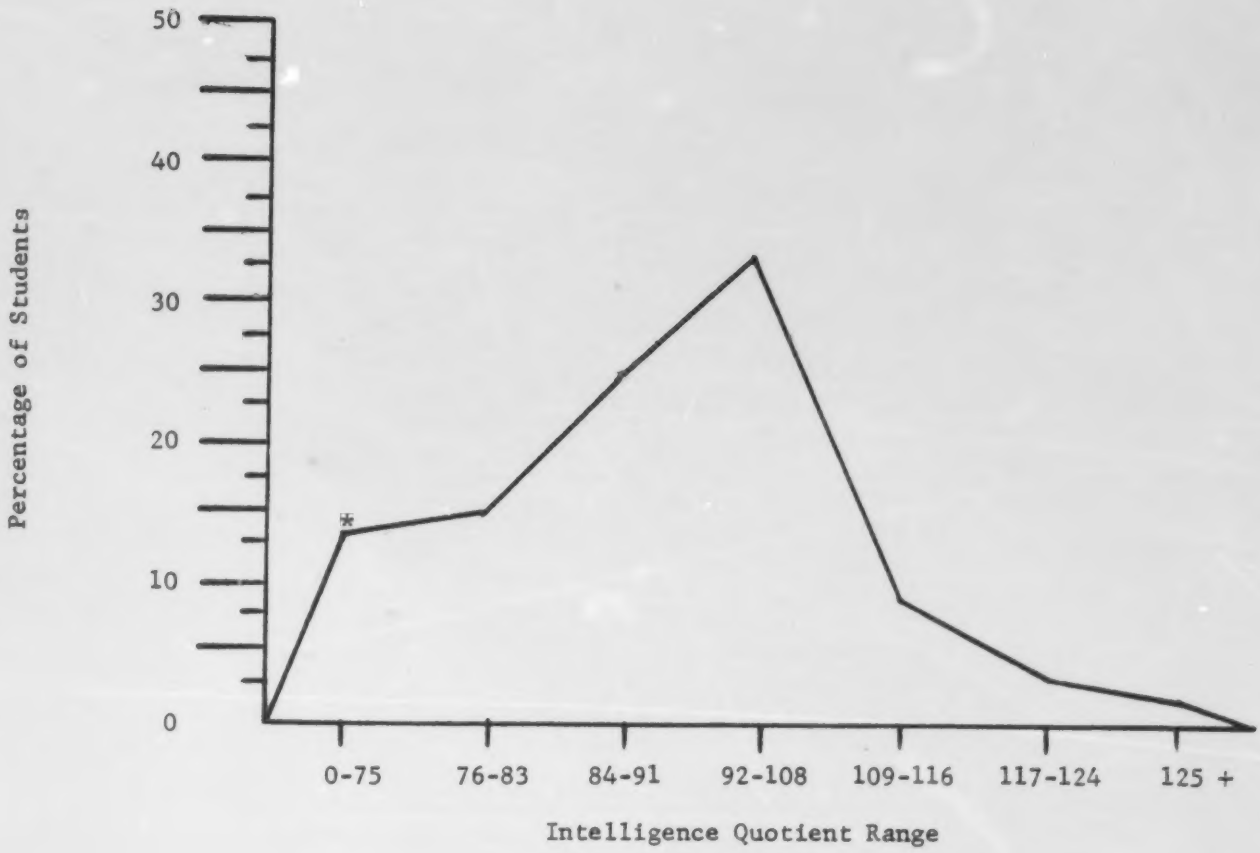
KEY: Student Achievement Levels

Letter Grade	% of Students
(*)	12%
E	11%
D	19%
C	25%
B	22%
A	14%

(*) The asterisk is the mark (symbol) used to distinguish the student who has failed a course due to excessive absences from the student who has failed due to poor performance.

Diagram # 2

Measured Intelligence Levels
All Current Students
September, 1972 to February, 1973
Trenton Central High School, Trenton, New Jersey



KEY: Student Intelligence Levels

I. Q. Range	% of Students
0-75	13%
76-83	15%
84-91	25%
92-108	33%
109-116	9%
117-124	3%
124 +	2%

* The students in this group are educable and trainable "exceptional children. Exceptional children are taught in special education classes within the regular schools rather than in special schools as they are in Newark.

Statistical Information, West Side High School (Newark)
1972-1973

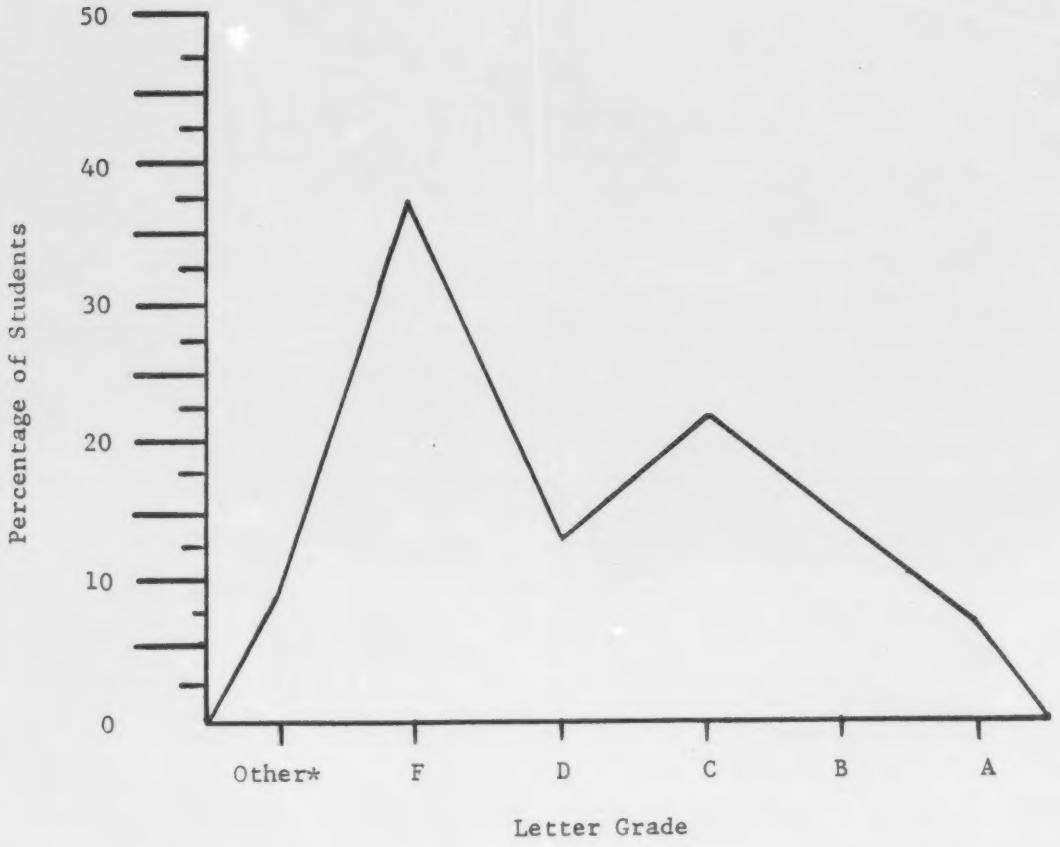
1. Achievement Levels of Students (Diagram # 3).

2. Measured Intelligence Levels of Students (Diagram # 4).

3. Survey of Guidance Services.

Diagram # 3

Achievement Levels
Letter Grades of All Current Students
September, 1972 to November, 1972
West Side High School, Newark, New Jersey



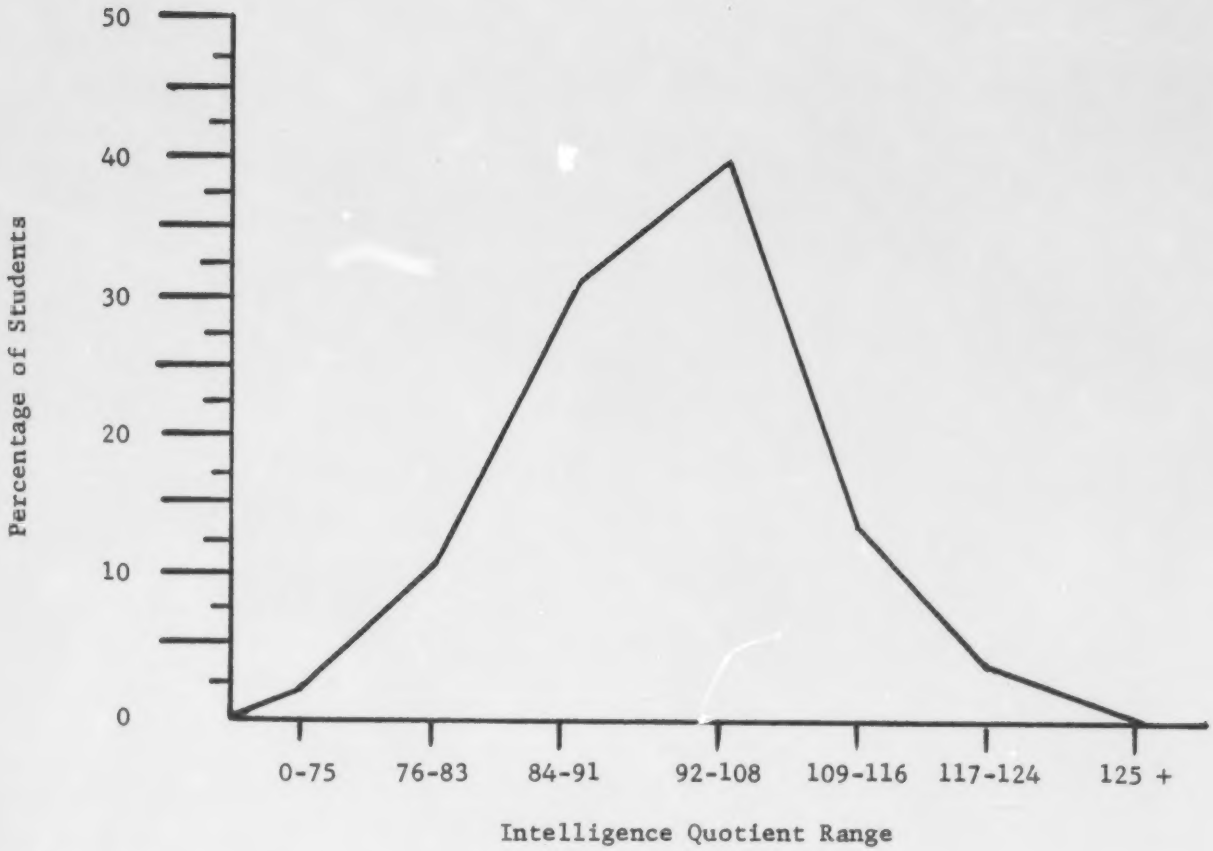
KEY: Student Achievement Levels

Letter Grade	% of Students
A	6%
B	14%
C	21%
D	13%
F	37%

* Used to indicate that grade has been withheld.

NOTE: Letter grade curve is skewed, indicating a disproportionate number of courses were failed.

Measured Intelligence Levels
All Current Students
September, 1972 to November, 1972
West Side High School, Newark, New Jersey



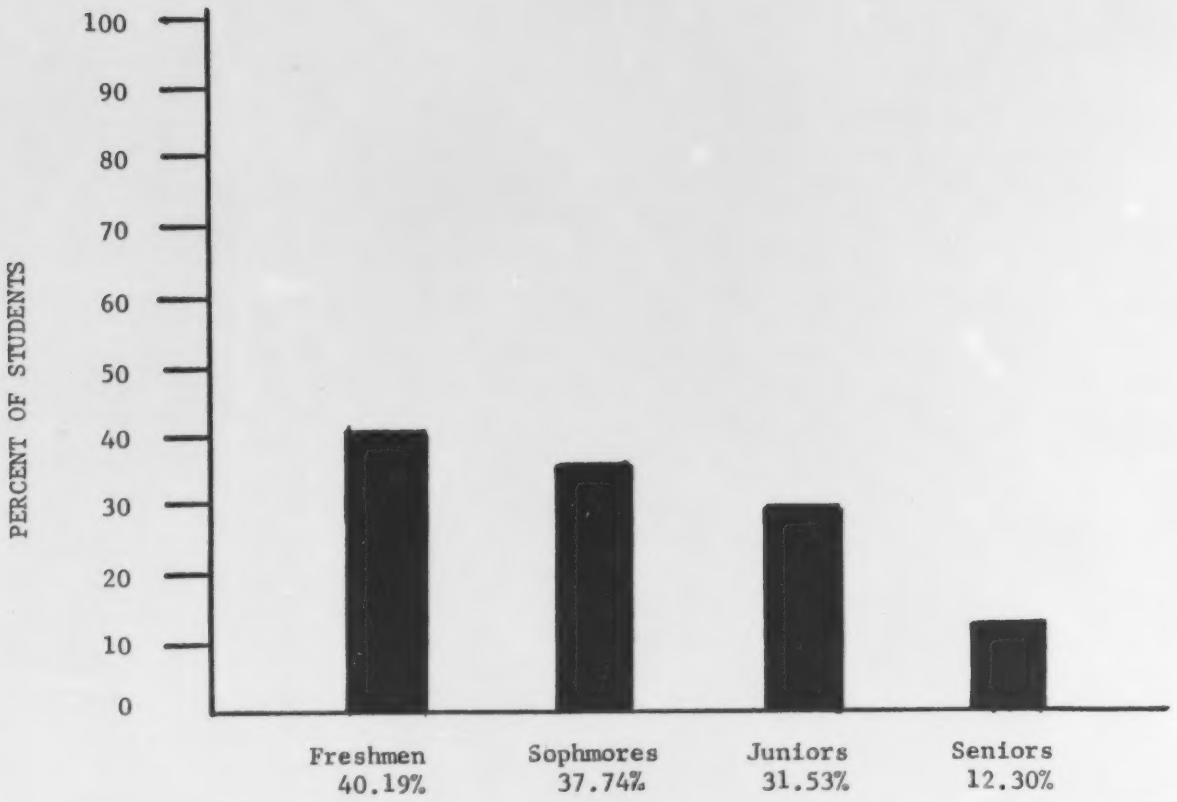
KEY: Student Intelligence Levels

I.Q. Range	% of Students
0-75	1%
76-83	11%
84-91	31%
92-108	40%
109-116	13%
117-124	4%
125+	0%

PCSP
1973

Survey of Guidance Services

Students Who Had Not Seen Their Counselor Prior to January 15, 1973 **
West Side High School, Newark, New Jersey



PERCENT OF STUDENTS BY GRADE IN SCHOOL*

Number of Respondents
By Grade Level

Freshmen	204	Juniors	124
Sophmores	310	Seniors	130

TOTAL 768

* Approximately 40% to 50% of the total students in each grade completed the survey questionnaire.

** Statistics are for the period, 9/72 to 1

Statistics On P.C.S.P. Students

A. Reading Scores, 1973 to 1975.

B. Preliminary Scholastic Aptitude Test Results, 1973, 1974, 1975.

C. Student Attendance During the Academic Year, 1973 to 1975.

D. College Retention and Graduation of P.C.S.P. Students, 1966 to 1975.

-A-

Reading Scores, 1973 to 1975

STUDENT SCORES, P.C.S.P. SUMMER TESTING

McGRAW-HILL CTBS, LEVEL 4, FORM Q (Reading Only)

NUMBER OF STUDENTS BY P.C.S.P. CLASS	GRADE EQUIVALENT							
	6.0 to 6.9	7.0 to 7.9	8.0 to 8.9	9.0 to 9.9	10.0 to 10.9	11.0 to 11.9	12.0 to 12.9	13.0 and above
CLASS OF 1973 (n = 47)	8	9	5	6	5	3	6	5
CLASS OF 1974 (n = 44)	9	7	5	6	4	4	2	7
CLASS OF 1975 (n = 48)	2	4	5	8	9	2	6	12

Each class was tested during the Summer they participated in the residential component at Princeton.

All but 9 entering students in the Class of 1975 had completed their junior year in high school. The 9 students in question had completed their sophmore year in high school and a key factor in their selection was their relatively strong reading ability. At the time the Class of 1975 was selected, there was a strong probability that P.C.S.P. would be terminated in October, 1976, the point at which the 9 juniors would enter their senior year. It was felt that any students who would be active in the program after October, 1976 would have access to guidance and counseling services, but should require a minimal amount of academic skills development services. Only the project director would be on staff after October, 1976 and he would be unable to provide assistance to students who required extensive skills development services.

-B-

Preliminary Scholastic Aptitude Test Scores
1973, 1974, 1975

Preliminary Scholastic Aptitude Test Scores
1973, 1974, 1975

Class of 1973

	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 80	Total
V	28	8	4	1			41
M	13	26	1	1			41

Mean verbal score, class of 1973 = 29. Mean math score, class of 1973 = 32

Class of 1974

	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 80	Total
V	22	16	4				42
M		24	15	2	1		42

Mean verbal score, class of 1974 = 30. Mean math score, class of 1974 = 31.

Class of 1975

	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 80	Total
V	21	20	4	2			47
M	24	16	4	3			47

Mean verbal score, class of 1975 = 32. Mean math score, class of 1975 = 33.

-C-

Student Attendance During the Academic Year
1973 to 1975

Academic Year Component
Student Attendance At Follow-Up Meetings
Newark and Trenton, 1973 - 1974

	Newark Seniors	Newark Juniors	Newark Both Classes
Number of Students	32	39	71
Average Weekly Attendance (% of Students)	49.8%	42.8%	45.1%

	Trenton Seniors	Trenton Juniors	Trenton Both Classes
Number of Students	18	18	36
Average Weekly Attendance (% of Students)	65.1%	71.8%	68.4%
Percent Difference Newark and Trenton	15.3%	29.0%	23.3%

NOTE: Patterns of student attendance in Trenton were significantly higher than those in Newark. At the time of the survey (April, 1974) P.C.S.P. staff felt the smaller number of Trenton students may have been the significant factor accounting for the differences. However, succeeding attendance patterns suggested other factors were involved.

Academic Year Component
Student Attendance At Follow-Up Meetings
Newark and Trenton, 1974 - 1975

	Newark Seniors	Newark Juniors	Newark Both Classes
Number of Students	24	30	54
Average Weekly Attendance (% of Students)	37.5%	64.7%	52.6%

	Trenton Seniors	Trenton Juniors	Trenton Both Classes
Number of Students	21	23	44
Average Weekly Attendance (% of Students)	65.2%	69.7%	67.6%
Percent Difference Newark and Trenton	27.7%	5.0%	15.0%

NOTE: Patterns of student attendance in Trenton were higher than those in Newark, but differences were significant only between P.C.S.P. seniors. At the time of the survey (April, 1975) P.C.S.P. staff felt that the low attendance patterns of Newark seniors were indicative of the greater incidence and degree of counseling problems found among Newark seniors that year.

Academic Year Component
Student Attendance At Follow-Up Meetings
Newark and Trenton, 1975 - 1976

	Newark Seniors	Newark Juniors	Newark Both Classes
Number of Students	48	2	50
Average Weekly Attendance (% of Students)	41.7%	12.9%	-

	Trenton Seniors	Trenton Juniors	Trenton Both Classes
Number of Students	42	10	52
Average Weekly Attendance (% of Students)	38.4%	55.2%	46.8%

Percent Difference Newark and Trenton	3.3%	42.3%

NOTE: Student attendance in general was far below staff expectations, particularly in Trenton. The pattern in both Newark and Trenton for seniors during the September, 1975 to February, 1976 period was approximately 50% attendance per week. The decline in attendance among seniors coincided with the point that the major college application process activities had concluded. It was also felt that having a large proportion of seniors who entered the project the summer before their senior year rather than the summer before their junior year was a significant factor.

-D-

College Retention and Graduation of P.C.S.P. Students
1966 to 1975

PRINCETON COOPERATIVE SCHOOL PROGRAM

Student Retention and Graduation, 1966 - 1975

YEAR GRAD HIGH SCHOOL	NO. STUDENTS ENTERED COLLEGE	NO. STUDENTS REMAINING OR GRADUATED COLLEGE	% STUDENTS REMAINING OR GRADUATED COLLEGE	NO. ENTERED GRADUATE SCHOOL	% ENTERED GRADUATE SCHOOL
1966	36	22	61.11%	9	25.0%
1967	27	16	59.26%	5	18.51%
1968	43	24	55.81%	9	20.93%
1969	34	18	52.94%	6	17.64%
1970	32	15	46.87%	4	12.50%
1971	28	11	39.28%	1	3.57%
1972	41	16	39.02%	-	-
1973	37	26	70.27%	-	-
1974	43	33	76.74%	-	-
1975	35	33	94.28%	-	-
TOTAL	356	214			
1966 to 1971, Inclusive	200	106	53.00%	34	17.00%

NOTE: Available data on former P.C.S.P. students suggests that students transfer to different colleges, drop out and reenter school at a later date, or shift from full-time to part-time student status at a rate of approximately 50% of the membership of any given graduating class. The most reliable retention-graduation data can be retrieved approximately 7 years after the student graduates high school, since educational patterns appear to have stabilized by this point If the classes that graduated high school in 1970, 1971, and 1972 conform to previous patterns, the retention-graduation statistics for these groups should increase between the present (10/76) and June, 1977, June, 1978, and June, 1979 respectively.

Summer Residential Component
Program And Course Evaluation Forms Completed By Students
And
Program Evaluation Data, 1973 And 1974

PRINCETON COOPERATIVE SCHOOL PROGRAM

STUDENT PROGRAM EVALUATION

1. What did you like most about the program?

2. What did you like least about the program?

3. If you could make changes in the program, what would you change?

STUDENT PROGRAM EVALUATION (Cont'd)

4. Should the program be longer than six weeks? If so, why?

5. What T.A.s did you like the most? List their names and why you liked them.

6. Do you feel that you gained anything from the program? If so, what?

PRINCETON COOPERATIVE SCHOOL PROGRAM

STUDENT COURSE EVALUATION

COURSE _____ TEACHER _____

1. What did you like most about the course?

2. What did you like least about the course?

3. What, if anything, would you want changed in the course? Explain why?

Student Program Evaluations

Summer, 1973

STUDENT EVALUATION OF SUMMER PROGRAM, 1973

What Students Liked Most		What Students Liked Least	
Class content (curriculum)	5	Nothing	11
Books and materials	4	Getting up early	4
Learned a great deal more than in regular school	6	Food	10
Students were kept busy	1	Study in library	2
Teachers	6	Arguments in class	1
Teaching assistants	6	Teaching assistant(s)	1
Everything	8	Being away from girls	2
Amount of work done in short time	2	Too much studying	2
Specific courses	2	Not going home	1
Classes (courses in general)	8	Close supervision	3
Skills taught	1	Parties and dances	2
Supportive staff attitudes	5	Laundry service	1
Supervision	2	Required tutorials	2
Being on your own (more responsibility)	3	Director and head T.A.	1
The way it operates	3	Bedtime	5
A new experience	3	Not enough time to talk to other students.	1
Competing with oneself	1	Rules and restrictions	8
Volleyball	2	Friday night study	1
Help with reading	1	Ending of program	2

Suggested Changes in Program		Should Program Be Longer (?)	
		Yes	No
None	12		
Students choose own courses	1		
Allow most study in student's room	4	23 (52%)	21 (48%)
Allow telephone use at night	1		
Better food	4		
Better laundry service	1		
More classes	1		
Increase class time	1		
Shift class time	3		
Reduce class time	2		
More freedom	3		
More books	1		
More trips	2		
Bigger classrooms	2		
More visiting days	2		
No Friday night study	1		
More free time, less study	2		
Extend program	2		
Allow girls to visit in rooms.	2		
Bedtime	2		
More time to talk to students	1		

What Students Gained From Program	
General study skills	21
General and specific knowledge	10
Self-awareness, growth	6
Reading skills	18
Language arts skills	2
More responsible attitude	9
Increased ability to think better	1
How to take tests.	2
More self-confidence	3
Organized time wisely	7

NOTE: 45 students completed survey forms.

Student Program Evaluations

Summer, 1974

STUDENT EVALUATION OF SUMMER PROGRAM, 1974

What Students Liked Most		What Students Liked Least	
Knowledge and skills gained	8	Bedtime on weekends	5
Teachers	5	Going to bed at 11 P.M.	5
Teaching assistants	6	Too strict	1
Freedom of expression	1	T.A.s meddle in personal life	1
Supportive staff and philosophy	8	Long study hours	11
Everyone treated equal	1	Classes too far away	1
Learning more than in regular school	4	Nothing	6
How everyone acted with each other	3	Program too short	2
Learning experience	4	Not enough time in gym	2
Self-discipline	6	Teaching assistant attitudes	5
Schedule of work vs. play	9	Food	5
Staff always knew how student was doing	1	Males and females separated	1
Volleyball	1	Afternoon study	1
Challenging work	9	Not enough sleep	9
Became aware of skills problems	2	Not choosing own courses	1
Self-awareness	5	People fussing and arguing	1
Quiet study	1	No music course	1
Made student think	1	Change study to 6 to 10 P.M.	1
Learning to budget time	3	Not enough study time	1
Classes	3	Staff talking late at night	1
Study hours	3	Own personal performance	1
Everything	5	Student behavior	1
Free time	1	Supervised study	3
Math	1	Rules	1
Accepting responsibility	2		
Films	2		
Trips	1		

STUDENT EVALUATION, 1974 (cont'd)

Suggested Changes in Program				Should Program Be Longer(?)	
				Yes	No
Better food	6	Shorten study hours	7	26 (60%)	17 (40%)
Bedtime on weekends	5	Allow more sleep	4		
Change early weekday bedtime	5	Run program all year	1		
No strict parties	3	More free time	1		
Raise stipends	2	Change study to 6 P.M. to 10 P.M.	1		
Tell students importance of doing work	1	Go home one weekend	1		
Make program longer	1	Shift hours in schedule of classes and study	2		
Study hours too short	1	More student-staff meetings	1		
More girls	1	Cut down on teaching assistant noise at night.	1		
Change free time to tutoring	1	None	10		
Teaching assistant attitudes	2				
Unsupervised study	2				

STUDENT EVALUATION, 1974 (cont'd)

What Students Gained From Program			
Better study habits	25	Accepting responsibility	4
More knowledge	11	Got a sample of college life	1
Reading skills	9		
Writing skills	8		
Verbal skills	3		
Analytical skills	5		
Self-respect	3		
Respect ;for others	8		
Self-discipline	6		
Confidence	10		
Learned to budget time	3		
Learning more than in regular school	5		
Self-awareness	10		
Vocabulary increased	4		
Pride in your work	3		

Note: 46 students completed survey forms.

Academic Year Component
Science Research Associates Contemporary Composition Course
Listing of Lessons, and Sample Teacher Log Reports

Science Research Associates
Contemporary Composition Course

CONTENTS:

Unit I	Lesson 1, Introduction to Composition.
Unit II	Lesson 2, The Topic Sentence (A).
Unit II	Lesson 3, The Topic Sentence (B).
Unit III	Lesson 4, Diction (A).
Unit III	Lesson 5, Diction (B).
Unit IV	Lesson 6, Writing Details (A).
Unit IV	Lesson 7, Writing Details (B).
Unit V	Lesson 8, Paragraph Patterns (A).
Unit V	Lesson 9, Paragraph Patterns (B).
Unit VI	Lesson 10, Word Power (A).
Unit VI	Lesson 11, Word Power (B).
Unit VI	Lesson 12, Word Power (C).
Unit VII	Lesson 13, Sentence Structure (A).
Unit VII	Lesson 14, Sentence Structure (B).
Unit VII	Lesson 15, Sentence Structure (C).
Unit VIII	Lesson 16, The Personal Essay (A).
Unit VIII	Lesson 17, The Personal Essay (B).
Unit VIII	Lesson 18, The Personal Essay (C).
Unit IX	Lesson 19, The Informative Paper (A).
Unit IX	Lesson 20, The Informative Paper (B).
Unit X	Lesson 21, The Critical Paper
Unit XI	Lesson 22, The Research Paper (A).
Unit XI	Lesson 23, The Research Paper (B).
Unit XII	Lesson 24, Internal Punctuation.

Fred Pistorius
Language Arts Teacher

SRA Log, PCSP
January 28, 1976
Trenton Central High

Material: SRA Unit 1, lesson 1(two sessions)

Objectives: To discuss the four aims of English composition: to write correctly, clearly, to learn to appreciate other people's writing and to develop understanding and sensitivity of oneself and the world.

To demonstrate the differences between narrative and expository writing.

Procedure: Several quotes from magazines were used to help notivate students toward the need to learn to express oneself well in writing. The four objectives of the course were discussed using examples which violated clarity and correctness. Some selections of famous authors were used to demonstrate how writing can be appreciated. Examples of descriptive, narrative, and expository writing were projected and discussed. The frames entitled "The Lord is my Shepherd" were deleted.

Student participation and reaction: The students were attentive and were observed taking notes. The group mood was quiet and the students seemed content to absorb content rather than engage in lengthly discussion. The lesson went especially well because various staff members injected comments throughout the lesson to help sustain student interest.

Assignment: Completion of Unit one in the workbook; a 250 word expository theme relating a personal experience.

Fred Pistorius
Language Arts Teacher

SRA Log, PCSP
4 February, 1976
Trenton Central High

Material: SRA Unit 2, lesson 2 (Topic Sentence-A)

Objectives: To learn to recognize and to write an effective topic sentence: to learn its function within the paragraph.

To learn the meaning of subject, attitude, time and place and how they are used in narrowing a topic sentence.

Procedure: The students were shown an example of good expository writing and were asked from a structural point of view to discuss how the selection fit the definition of an expository paragraph. Six sentences were projected and discussed as models of good topic sentences. Then the same sentences were presented without the attitude toward the subject expressed. The contrast was striking to the students. A series of frames demonstrated the hard work necessary to narrow the subject and attitude and to develop concrete details following the topic sentence. Finally, the students were shown a series of ten sentences and asked to evaluate each as topic sentences.

Supplementary Material: Several of the assigned student writings were read aloud. Students were asked to evaluate them in light of their acquired knowledge of the topic sentence.

Participation and Reaction: Students seemed to understand the concepts but tended to evaluate the expository selections on an emotional level, rather than from a structural point of view. The group mood was noisy and some seemed intent on undermining the program. There was not enough support from other staff members to help stimulate interest and insight.

Assignment: A 250 word expository theme with a special emphasis on narrowing the topic sentence in regard to subject and attitude.

Fred Pistorius
Language Arts Teacher

SRA Log, PCSP
24 March, 1976
Trenton Central High School

Material: Science Research Associates, Inc., Unit V, Lesson 8.

Objectives: 1. To learn to use the subtopic sentences within a paragraph-sentences that are clearly and logically related to the topic sentence.

Presentation: Students were shown a series of visual diagrams demonstrating the use and function of the subtopic sentence. Emphasis was placed on the different variations of subject and attitude within the subtopic sentence. Students were given practice in the expansion of each subtopic with specific and concrete detail. Several expository selections were analyzed and discussed: some of these were seen as appropriate use of the subtopic concept whereas others were not. Finally, a quiz was given consisting of identifying details in the categories of general (or abstract), specific, and concrete. The students were advised not to give too much notice to the distinction between high and low level concreteness.

Supplementary Materials: An example of vague, abstract, and general writing was read from the bicycle club magazine, The Centurion: Also a quiz on categories of detail--general, specific, and concrete.

Student Participation and Reaction: The group mood was somewhat active and light. The use of the quiz seemed to be a refreshing change of pace. Review of the subtopic sentence concept may be in order next week due to some confusion among the group concerning the relation of the subtopic sentence to the topic sentence and the development of both the topic and subtopic sentences. Group interaction seemed to be more respectful and mature.

Assignment: Write a paragraph (about 250 words) in which you, the student, develop a topic sentence by means of details arranged under two or more subtopic sentences.

Fred Pistorius
Language Arts Teacher

SRA Log, PCSP
31 March, 1976
Trenton Central High School

Material: Science Research Associates, Inc., Unit V, Lesson 9.

Objectives:
1. To learn to use subtopic sentences within a paragraph-sentences that are clearly related to the topic sentence. (Review)
2. To learn the structure and use of five of the common kinds of paragraph patterns.

Procedure: Students were presented visual diagrams of the five most common types of paragraph patterns followed by expository examples. The examples were discussed and analyzed at length.

Supplementary Materials: Student paragraphs were used to exemplify the correct use of specific and concrete details.

Student Reaction and Participation: The group was highly attentive and took copious notes due to the high content level of the lesson. The group response indicated a quick grasp of the lesson concepts. However, some confusion developed over the visual diagram and explanation of the fourth type of paragraph pattern, the use of illustration. Efforts will be made next week to bring in additional examples of illustration and new approaches to the concept will be explored.

Assignment: A 250 word expository paragraph in which the student uses at least two of the five types of paragraph patterns.

Fred Pistorius
Language Arts Teacher

SRA Log, PCSP
5 May, 1976
Trenton Central High School

Material: Science Research Associates, Inc. course in "Contemporary Composition", Unit VI. Lesson 12, Word Power (C),

Objectives: 1. To learn the various kinds of information a dictionary presents about a word: (1) spelling, (2) pronunciation, (3) parts of speech, (4) meaning, (5) origin, (6) usage, (7) synonyms.

2. To learn some common roots, prefixes, and suffixes from which to build words.

Presentation: Students were shown a series of frames demonstrating the various connotations, specifically pleasant and unpleasant, a word may have. After the concept was developed, the students were given a sentence with a neutral connotation and were asked to suggest additions and deletions to give the same sentence a distinct unpleasant, negative connotation. As an additional exercise in the use of connotation, students were asked to examine a student theme and improve it by replacing a dozen words with their approximate synonyms.

Supplementary Material: Last week's assignments were read as excellent examples of the appropriate use of formal and informal writing.

Student Participation and Reaction: Students were confused by the initial example this lesson uses to demonstrate how connotations of a group of words may be significantly different though the words have denotations which are actually much the same. The group mood was attentive and evergetic due tothe high interest level of the material and the use of activities which called for student participation.

Assignment: Write a personal "connotation" type paragraph in which the student treats the subject in suggestive rather than declarative statements.

Fred Pistorius
Language Arts Teacher

SRA Log, PCSP
26 May, 1976
Trenton Central High School

Material: Science Research Associates, Inc., course in Contemporary Composition, Unit VII--Sentence Structure (A), Lesson 13, 14.

Objectives:
1. To learn what a sentence is and how to achieve sentence unity.
2. To learn to assess the relative worth of individual words and ideas within a sentence and to place them in position that correspond to their importance.

Presentation: Students were shown that it is necessary for a sentence to express a complete thought. Some sentences express too little while others express too much. Students were shown a series of such sentences and asked to classify them as either fragments or run-ons. Students were shown how the position of an idea in a sentence designates what emphasis the idea is given. The most important ideas should be placed at the beginning or end of the sentence. Students were shown a series of sentences and asked to rearrange them putting the most important idea at the end of the sentence. Sutdents were asked to subordinate the less important ideas by putting them in dependent clauses. Students were shown how using the periodic sentence will often give our writing a dramatic quality.

Supplementary Material: Use of the New York Times Book Review to illustrate how a novel must be considered on a psychological or philosophical level rather than a literal level.

Student Participation and Reaction: The group seemed to be confused over concepts involving main and subordinate clauses. Toward the back of the room the group seemed superficially interested.

Assignment: Write a personal expository paragraph in which you use at least two periodic sentences. Underline each one.

A Partial List of Paperback Books Used During The Academic Year Component
1973 - 1976

ABORTION, BASEBALL, AND WEED, Miller
AFRO-AMERICAN LITERATURE, ed. Adams
AFRICAN GENESIS, Ardley
AFTER THE BANQUET, Mishima
AFTER UTOPIA, Sklar
ALL THE PRESIDENT'S MEN, Bernstein & Woodward
ALIVE, Reed
ANCIENT GREEKS, Finley
ANOTHER COUNTRY, Baldwin
AN AMERICAN DREAM, Mailer
THE ANDERSON TAPES, Sanders
THE ANARCHISTS, Joll
ANIMAL FARM, Orwell
AMERICAN SHORT STORIES (Antho)
AMISTAD I and II, (Antho)
ANGLO SAXON ENGLAND
APHRODITE-DESPARATE MISSION
ARIEL, Plath
THE ASSISTANT, Malamud
ARK OF BONES, Dumas
ARROW OF GOD, Achebe
AUTOBIOGRAPHY OF MALCOM X, Haley
AUTOBIOGRAPHY OF MISS JANE PITTMAN, Gaines
ATTICA, Wicker

BANG THE DRUM SLOWLY, Harris
BARBARY SHORE, Mailer
THE BAD SEED, March
BABBITT, Lewis
BASIC CONCEPTS OF SOCIOLOGY, (Outline series)
BEHIND THE MIDDLE EAST CONFLICT
THE BELL JAR, Plath
BETWEEN CAPITALISM AND SOCIALISM, Heilbronar
BEYOND RACISM, Young
THE BEST AND THE BRIGHTEST, Halberstam
BETWEEN PAST AND FUTURE, Arendt
BLACK FAMILIES IN WHITE AMERICA, Billingsley
THE BLACK SOLDIER, Clark
BLACK PSYCHOLOGY, ed. Jones
BLACK ECONOMIC DEVELOPMENT, Haddad & Pugh
BLACK DRAMA, Mitchell
BLACK VOICES, Chapman
BLACK SKIN, WHITE MASKS, Fanon
BLACK FEELING, BLACK TALK, Giovanni
BIG CITY STORIES, Cahill & Cahill
THE BLACK PRESS, Wolseley
BLACK BOY, Wright
BLACK CARGOES, Mannix & Cowley
THE BLUEST EYE, Morrison
BOSS, Royko
BODY LANGUAGE, Fast
BOOK OF ESKIMOS, Freuchen
THE BOTTOM LINE, Knebel
BOMBER, Deighton
BORN FEMALE, Bird
BLUEPRINT FOR SURVIVAL,
BRAVE NEW WORLD, Huxley
THE BRIDGE AT SAN LUIS REY, Wilder
THE BUTTERFLY REVOLUTION, Butler
BURY MY HEART AT WOUNDED KNEE, Brown

CALL IT SLEEP, Roth
CATCH 22, Heller
CATCHER IN THE RYE, Salinger
CALL OF THE WILD, London
CANCER WARD, Solzhenitsyn
CAST THE FIRST STONE, Himes
CANE, Toomer
THE CASTLE, Kafka
THE CAUSES OF THE CIVIL WAR, ed. Rozwenc
CLOCKWORK ORANGE, Burgess
THE CLAY ASSASSIN, Godey
CHARIOTS OF THE GODS, Von Daniken
CHINA SINCE 1911, Moseley
THE CONTENDER, Lipsyte
THE COLLECTOR, Fowles
THE CHILD BUYER, Hershey
THE CHICANOS, Meier & Rivera
COURTS ON TRIAL, Frank
COMING OF AGE IN SAMOA, Mead
A COOL MILLION, West
CONTEMPORARY LATIN AMERICAN SHORT STORIES, (Antho)
CONSTITUTIONAL HISTORY OF PUERTO RICO
CIVILIZATION AND ITS DISCONTENTS, Freud
CONQUEST OF PERU, Prescott
COMMUNIST MANIFESTO, Marx & Engels
THE CIVIL WAR IN SPAIN, Goldston
COMMUNITY AND PRIVACY, Chermayeff & Alexander
COMMUNITY CONTROL AND THE URBAN SCHOOL, Fantini

COMMUNITY POWER AND COMMUNITY CONTROL,
CONTEMPORARY ISSUES IN ECONOMICS, Crandall & Eckaus
CRISIS IN THE CLASSROOM, Silberman
CRIMES WITHOUT VICTEMS, Schur
CRIME AND PUNISHMENT, Dostoyersky
CULTURE AND SOCIETY, Murdock
CUSTER DIED FOR OUR SINS, Deloria

THE DARK SIDE OF THE MARKETPLACE, Magnuson & Carper
THE DAY OF THE JACKAL, Forsyth
DEATH AT AN EARLY AGE, Kozol
DEATH OF A SALESMAN, Miller
THE DEATH OF ARTEMIA CRUZ, Fuentes
THE DECLINE AND FALL OF THE AMERICAN DOLLAR,
DEER PARK, Mailer
DELIVERANCE, Dickey
DEMIAN, Hesse
DEMOCRACY AND EDUCATION, Dewey
DIBS, Axline
DOCTOR ZHIVAGO, Pasternak
DODSWORTH, Lewis
DON'T FALL OFF THE MOUNTAIN, McLain
DOWN THESE MEAN STREETS, Thomas
A DYING COLONIALISM, Fanon

ECONOMICS AND THE ENVIRONMENT, Kneese
ECONOMICS AND THE PUBLIC INTEREST, Gill
ELECTRIC KOOL AID ACID TEST, Wolfe
ELMER GANTRY, Lewis
THE END OF LIBERALISM, Lowi
ENEMY AT THE GATES, Craig
EIGHT MEN, Wright
ENVIRONMENTAL DECAY, Bain
AN ESSAY ON MARXIAN ECONOMICS, Robinson
ESCAPE FROM FREEDOM, Fromm
THE EXECUTION OF PRIVATE SLOVIK, Huie
EXECUTIVE ACTION, Freed & Lane
EXILE AND KINGDOM, Camus
ESP:A SCIENTICIC EVALUATION, Hansel
THE EXORCIST, Beatty

THE FALL, Camus
THE FALL OF THE HOUSE OF USHER, Poe
THE FEMALE EUNUCH, Greer
THE FEMININE MYSTIQUE, Friedan
FORBIDDEN COLORS, Mishima
FOR WHOM THE BELL TOLLS, Hemingway
THE FIXER, Malamud
THE FIFTH ESTATE, Moore
FIVE PLAYS, Bullins

FRANKENSTEIN, Shelley
FREEDOM AND THE COURT, ed. Abraham
THE FRIENDS OF EDDIE COYLE, Higgins
FROM DOOMSDAY BOOK TO THE MAGNA CHARTA,

THE FRYING PAN, Parker
FUTURE SHOCK, Toffler

GARVEY AND GARVEYISM, Garvey
GAMES PEOPLE PLAY, Berne
GATHER TOGETHER IN MY NAME,
THE GAMBLER, Dostoevesky
GENERATION OF VICTORS, Hershfield
GESTALT PSYCHOLOGY, Koehler
THE GERMAN LESSON, Lenz
GETTING THROUGH TO PEOPLE, Nirenberg
GEMINI, Giovanni
GIOVANNI'S ROOM, Baldwin
GHANDI, Fischer
GIANTS IN THE EARTH, Rolvag
GHANDI'S TRUTH,
GIRLS AT WAR, Achebe
THE GLORY AND THE DREAM, Manchester
GOD BLESS YOU MR. ROSEWATER, Vonnegut
THE GODFATHER, Puzo
GORILLA MY LOVE, Cade
GOODBYE COLUMBUS, Roth
GO TELL IT ON THE MOUNTAIN, Baldwin
THE GOVERNMENTS OF COMMUNIST EAST EUROPE, Skilling
THE GRAPES OF WRATH, Steinbeck
THE GREAT GATSBY, Fitzgerald
GULLIVER'S TRAVELS, Swift
GREEK CIVILIZATION AND CHARACTER,
GUERILLA WARFARE, Alhamisi
GREAT SHORT STORIES, Bechtold

HARLEM RENNAISANCE, Huggins
THE HARRAD EXPERIMENT, Rimmer
A HAPPY DEATH, Camus
HAWTHORNE: SHORT STORIES
THE HELPLESS GIANT, Hamilton
HITLER: A STUDY IN TYRANNY, Bullock
THE HEROIN TRAIL,
THE HISTORY OF ETHICS,
HAROLD AND MAUDE, Higgins
HOW CHILDREN LEARN, Holt
HOWARD STREET, Heard
HOW TO BE YOUR OWN BEST FRIEND,
HORSE UNDER WATER, Deighton
HOW TO TALK BACK TO T.V., Johnson
HOW TO LIVE WITH YOUR INVESTMENTS, Stearns
THE HUNGARIAN GAME, Hayes
THE HUMANOUDS, ed. Bowen

THE ILLUSTRATED MAN, Bradbury
IF BEALE STREET COULD TALK, Baldwin
IF THEY COME IN THE MORNING, Davis
INSIDE SOUTH AMERICA,
THE INVISIBLE MAN, Ellison
INTRUDER IN THE DUST, Faulkner
INSTANT SELF-ANALYSIS,
INTRODUCTION TO SOCIALISM, Huberman & Sweezy
I KNOW WHY THE CAGED BIRD SINGS, Angelou
IN SEARCH OF ANCIENT MYSTERIES, Landsberg
I NEVER PROMISED YOU A ROSE GARDEN, Greenberg
THE IMMENSE JOURNEY, Eiseley
ISHI: LAST OF HIS TRIBE, Kroeber

JAWS, Benchley
JORDI, LISA, AND DAVID, Rubin
JOHNNY GOT HIS GUN, Trumbo
JULES AND JIM, Truffaut
THE JUNGLE, Sinclair
THE JURORS, Siegel
JOHN STUART MILL: ON LIBERTY

KING RAT, Clavell
THE KING MUST DIE, Renault
KOREA, Rees

LAST EXIT TO BROOKLYN, Selby
LAST AND FIRST MEN, Stapleton
THE LAST BATTLE, Ryan
THE LAST HURRAH, O'Connor
THE LAST 100 DAYS, Toland
LATIN AMERICAN VERSE, (Antho)
LADY SINGS THE BLUES, Holiday
LES MISERABLES, Hugo
THE LEARNING TREE, Parks
THE LIFE AND DEATH OF NAZI GERMANY, Goldston
LIBERATION NOW, Babcox & Belkin
LIGHT IN AUGUST, Faulkner
THE LIMITS OF AMERICAN CAPITALISM, Heilbroner
THE LOTTERY, Jackson
LORD OF THE FLIES, Golding
LORD JIM, Conrad
LONG DIVISION, Rolphe
THE LONLINESS OF THE LONG DISTANCE RUNNER, Sillitoe
THE LYNCHERS, Wideman

MAXIMUM SECURITY: LETTERS FROM PRISON
THE MARIJUANA PAPERS,
MARIJUANA RECONSIDERED,
MADAME BOVARY, Flaubert
MANCHILD IN THE PROMISED LAND, Brown
THE MAN WHO SRIED I AM, Williams
MAIN STREET, Lewis
MACHO, Villasenor
THE MAN, Wallace
THE MAGUS, Fowles
THE MAKING OF A COUNTER CULTURE, Roszak
MALE CHAUVINISM, Korda
THE MAKING OF ECONOMIC SOCIETY, Heilbroner
THE MARQUIS DE SADE,
MARRIAGE AND FAMILY AMONG NEGROES, Bernard
MASCULINE/FEMININE, Roszak
THE MAN WITH THE GOLDEN ARM, Algren
THE MAKING OF THE PRESIDENT: 1960
" " " 1968
" " " 1972, White
THE MANUAL OF ZEN BUDDHISM, Suzuki
MALCON X SPEAKS, ed. Breitman
MAO-TSE-TUNG, Archer
MC TEAGUE, Norris
THE ME NOBODY KNOWS, Joseph
METAMORPHOSIS, Kafka
THE METHUSELAH ENZYME, Stewart
MISS LONELYHEARTS, West
MIND GAMES, Masters & Houston
MILITARISM U.S.A., Donovan
MOBY DICK, Melville
THE MONEY LORDS,
MONOPOLY CAPITAL, Baran & Sweezy
MOHANDAS GHANDI, Woodcock
MY LIFE AS A MAN,
MY DARLING, MY HAMBURGER, Zindel

THE NATURE OF PREJUDICE, Allport
THE NATIVE SON, Wright
THE NAKED ARE, Morris
NAKED SOCIETY, Packard
THE NEWMAN FACTOR, Prager
THE NEGRO CHURCH IN AMERICA, Fraizer
THE NEGRO FAMILY IN THE U.S., Fraizer
THE NEW INDIANS, Steiner
NIGGER, Gregory
A NIGHT TO REMEMBER, Lord
NIGHT AT CAMP DAVID, Knebel
NINE STORIES, Salinger
NOTES OF A NATIVE SON, Baldwin

NOBODY EVER DIED OF OLD AGE, Curtin
NO NAME IN THE STREET, Baldwin
NO LONGER AT EASE, Achebe
1984, Orwell

OBSTACLES TO CHANGE IN LATIN AMERICA, Veliz
THE ODESSA FILE, Forsyth
OF HUMAN BONDAGE, Maugham
OF MICE AND MEN, Steinbeck
THE ORIGINS OF SEGREGATION, Williamson
THE ORIGINS OF THE SECOND WORLD WAR, ed, Taylor
THE OPTIMISTS DAUGHTER, Welty
ONLY YESTERDAY, Lewis
THE OSTERMAN WEEKEND, Ludlum
THE OTHER, Tyron
THE OTHER AMERICA, Harrington
OUR GANG, Roth
THE OX,BOW INCIDENT, Clark
100 YEARS OF SOLITUDE, Marquez

PATTERNS OF CULTURE, Benedict
THE PECULIAR INSTITUTION, Stampp
THE PEARL, Steinbeck
THE PENTAGON PROPAGANDA MACHINE, Fulbright
THE PICTURE OF DORIAN GRAY, Wilde
THE PINE BARREN, McPhee
PILGRIM AT TINKER CREEK, Dillard
THE PLAGUE, Camus
PLATO: THE LAWS
THE POLITICS OF LYING,
THE POLITICS OF THE FAMILY, Laing
POLITICAL ORGANIZATION,
THE POLITICAL ECONOMY OF SLAVERY, Genovese
THE POWER AND THE GLORY, Greene
THE POWER ELITE, Mills
THE POPULATION BOMB, Ehrlich
POWER, POLITICS, AND PEOPLE, Mills
THE PRINCE, Machiavelli
PRISON, Lyon
PRISON LIFE, Browning
PSYCHEDELICS, Osmond & Aaronson
THE PROFESSIONAL RADICAL, Alinsky
THE PUERTO RICAN POETS (Antho)
PROBLEMS OF WOMENS' LIBERATION, Reed
POE: SELECTED WRITINGS, ed. Galloway
THE PROBLEM OF ETHICS, Mc Greal

QUOTES FROM CHAIRMAN MAO

RACE AND NATIONALITY IN AMERICAN LIFE, Handlin
RACE RIOTS IN BLACK AND WHITE, Mitchell
A RAP ON RACE, Mead & Baldwin
A RAISIN IN THE SUN, Hansberry
RACE, CLASS, AND POWER, Mack
READINGS IN CONTEMPORARY ECONOMICS,
THE RED BADGE OF COURAGE, Crane
RELIGION MAY BE HAZARDOUS TO YOUR HEALTH, Chesen
THE RICH AND THE SUPER RICH, Lundberg & Stuart
THE RISING SUN, Toland
THE RISE AND FALL OF THE THIRD REICH, Shirer
THE RIGHTS AND WRONGS OF ABORTION, Finnis
RULES FOR RADICALS, Alinsky

THE SANDBOX AND THE DEATH OF BESSIE SMITH, Albee
SATURDAY NIGHT AND SUNDAY MORNING, Sillitoe
THE SAILOR WHO FELL FROM GRACE WITH THE SEA, Mishima
THE SCARLATTI INHERITANCE, Ludlum
SEVEN DAYS IN MAY, Knebel
SISTER CARRIE, Dreiser
THE SILENT LANGUAGE, Hall
SEXUAL POLITICS, Millett
SAVIOR, SAVIOR, HOLD MY HAND, Thomas
A SHORT HISTORY OF ETHICS, McIntyre
SHORT HISTORY OF SOCIALISM,
SHORT HISTORY OF CHINESE COMMUNISM, Houn
SLAUGHTERHOUSE FIVE, Vonnegut
SOCIALISM, Harrington
SNOW COUNTRY, Kawabata
THE SOCIALIST PARTY IN AMERICA, Shannon
SOCIALISM IN CUBA, Huberman & Sweezy
THE SOCIETY OF CAPTIVES, Sykes
SOCIAL STRATIFICATION, Tumin
SOMETIMES A GREAT NOTION, Kesey
THE SOUND OF WAVES, Mishima
THE SPOOK WHO SAT BY THE DOOR, Greenlee
THE STRANGER, Camus
STRANGER IN A STRANGE LAND, Heinlein
SPRING SNOW, Mishima
STUDS LONIGAN, O'Farrell
THE SUN ALSO RISES, Hemingway

SYBIL, Schrieber
SWALLOW THE LAKE, Major
SURVIVE, Blair
SURVIVE THE SAVAGE SEA, Robertson

TEMPLE OF THE GOLDEN PAVILION, Mishima
THE TERMINAL MAN, Crichton
THE TAKING OF PELHAM 1-2-3, Godey
365 DAYS, Glasser
THINGS FALL APART, Achebe
THOUSAND CRANES, Kawabata
TO REACH A DREAM, Heard
TO THE LIGHTHOUSE, Woolf
TODAY'S ISMS, Ebenstein
TRESPASS, Knebel
THE TRIAL, Camus
THE TWO OCEAN WAR, Morrison
THE T.A. PRIMER, Bry
TWO PLAYS: JOYCE'S EXILES, WILDER'S, OUR TOWN

UP THE ORGANIZATION, Townsend
UNCLE TOM'S CABIN, Stowe
UNCLE TOM'S CHILDREN, Wright
UNCOMMON SENSE, Burns

VOICES FROM WOMEN'S LIBERATION, ed. Tanner
WE BE WORD SORCERERS, ed. Sanchez
THE WASTEMAKERS, Packard
WALDEN II, Skinner
WHEN MEN REVOLT AND WHY, Davies
WHITE OVER BLACK, Jordan
THE WHITE DAWN, Houston
THE WHITE LOTUS, Hershey
WOMAN IN THE DUNES, Abe
WORLD WITHOUT END, AMEN, Breslin
THE WRETCHED OF THE EARTH, Fanon

YELLOW BACK RADIO BROKE DOWN, Reed
YOUNG WOMAN'S GUIDE TO LIBERATION, DeCrow

ZEN, Humphreys

REFERENCE MATERIALS GIVEN TO ALL STUDENTS

1. AMERICAN HERITAGE DICTIONARY (paperback)
2. INSTANT ENGLISH HANDBOOK
3. INSTANT SPELLING DICTIONARY
4. MANUAL FOR WRITERS OF TERM PAPERS, THESES, AND DISSERTATIONS
5. ROGET'S THESAURUS (paperback)
6. VIS-ED ENGLISH VOCABULARY CARDS